



Resource Team Report Agency Village, South Dakota

May 15-17, 2007

A Governors 2010 Initiative

Acknowledgements



The Community Resource Team Assessment Program is coordinated by the South Dakota Rural Development Council to help fulfill Goal #4 of the Governors 2010 Initiative to “*Brand and Develop South Dakota’s Quality of Life as the Best in America by 2010*” by stabilizing rural populations through community development.



This program is made possible through the collaborative efforts of over 150 volunteers representing 50 plus organizations throughout South Dakota.



The program is also made possible through financial contributions made by the State of South Dakota (Governors Office of Economic Development), USDA Rural Development, and the South Dakota Community Foundation.

At the local level, this process would not be possible without the many hours of volunteer service from your local planning taskforce and local financial sponsors.



Special recognition to South Dakota’s Elected Officials including Governor Mike Rounds, Senator Tim Johnson, Senator John Thune, and Representative Stephanie Herseth for their continuing support for the South Dakota Rural Development Council. Also, special thanks to the Council’s Board of Directors for initiating this program in South Dakota



South Dakota
Community Foundation

Thank you to everyone who contributed to making this Assessment a success!

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May 15-17, 2007

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Executive Summary

I would like to thank the Agency Village community for hosting the first Tribal Community Assessment. The Resource Team had a great experience during our three-day visit to Agency Village. The hospitality and friendliness of the citizens was outstanding.

As I researched the Agency Village area, I found the following statement on the Sisseton-Wahpeton Sioux Tribe Community Environmental Profile: “Sisseton-Wahpeton Sioux Tribe desires to continue their progress in providing for the people and the development of increased self-sufficiency. There are plans to develop natural and cultural resources to preserve, educate, and strengthen the economy on the reservation. The Tribe will continue to search for ways to maintain our culture and develop new economic opportunities for our future generations.” It’s obvious that the community has been working very hard to achieve this desired progression.

It is now up to you as a community to prioritize your ideas based on the report’s recommendations, build your comprehensive vision for the future of Agency Village, and then organize yourselves to take these ideas and move from talk to action. The report includes many suggestions how you can move forward. Mobilize your local organizations and residents to help achieve the goals and objectives that you set for yourselves. Recognize that you have many of the resources locally to achieve your objectives, and when necessary, look to outside resources and technical assistance to help you meet these goals. But primary responsibility for moving forward with your objectives resides at the local level. There is nothing that your community cannot accomplish if you focus your efforts on a select set of shared objectives.

The first step is broad participation by the community in the Assessment’s Follow-Up Meeting – to be scheduled shortly after distribution of this report. It is vital that as many people participate in this final session / town hall meeting as possible so that the results reflect your priorities for the future of your community. Once this has been done, you can begin to develop strategies for how you want to accomplish your objectives over the next 2, 5, 10 or 20 years.

On behalf of the Resource Team, I want to personally thank your community for the warm welcome that we received while we were in your community. A special thank you to all those who helped to plan this assessment at the local level. You did an exceptional job.

Sincerely,

Mike Lauritsen
Resource Team Leader

Introductions by Resource Team Members

Luke Lopez (SDRDC Board Member): Thank you for your hospitality and your openness to allow the South Dakota Rural Development Council the opportunity to understand community issues and offer recommendations. There is such a sense of family and of mutual concern here at Agency Village. I hope this process will give community leaders ideas on how to address constituent needs. Keep up the hard work. Your efforts may not always be recognized, but the next generation may have a brighter and safer future.

Lisa Alden (Canton Economic Development Coordinator): I would like to thank the tribal community of Agency Village for the warm welcome we received and the wonderful accommodations during our stay. The hard work and hours devoted to this project by your community team leader demonstrates that you want to make your hometown a vibrant, productive community for future generations. It was apparent that everyone that attended our listening sessions are dedicated and committed to the tribal community. Your friendliness, hospitality and willingness to participate were motivating. Your community has a lot of assets that others would desire to attain. My hope is that everyone will continue their commitment and passion for improving the tribal community and making it an even better place to live, work and raise your families. A special thanks to those that provided the wonderful meals for us. It was fabulous!

Lori Roget (Northern Plains Office of Native American Programs): Participating as a member of this community assessment team was both interesting and informative. This community has a keen sense of both its strengths and weaknesses and a real willingness to make necessary changes. I appreciate the warm reception and assistance offered by the community leaders and all of the session participants as well as the gift given in recognition of our efforts.

Rita Edwards (Fannie Mae – South Dakota Partnership): I enjoyed the few intense days I spent with the people of the Lake Traverse Reservation participating in the Community Assessment listening sessions. Though I have spent a bit of time in Agency Village and the surrounding areas, I had never toured the health club, the Tiospa Zina School, the log cabin, or the health care center. You have some state of the art facilities! You also have some interested and dedicated people who are committed to making life better for the Sisseton Wahpeton Oyate. I hope the recommendations we make and the resources and tools we identify help you to design a strategy and move forward with projects that help your community thrive.

Tom Killian (Rural Initiative Center): The Sisseton-Wapeton Oyate is a remarkable community of energetic, creative and responsible people. They live in a beautiful area, abounding in natural resources and one of the prettiest place in the region. I would like to thank the people for the chance to meet with them and to learn from them and I hope our visits together will be helpful in building a better future.

Process for the Development of This Report

The South Dakota Rural Development Council (SDRDC) has provided a Resource Team to assist the city of Agency Village, South Dakota in evaluating the community's assets and liabilities and in developing suggestions for improving the environmental, social and economic future of Agency Village.

The Agency Village Planning and Development Board coordinated the Community Assessment locally. Garryl Rousseau served as the community planning leaders and, with the help of many local volunteers serving on the planning taskforce, developed the agenda, coordinated logistics, and publicized the assessment within the local community.

The Resource Team toured the town and surrounding area and interviewed over 130+ individuals during the three-day period from May 15-17. The team interviewed representatives from the following segments of the Agency Village community SWO Executives - Boards - Committees, Tribal Police, Emergency Services, Casino and Tribal owned businesses, School Board, Administration, Teachers, Students, Elders, Ministerial/Civic Groups, Non-profits, Health Care, Social Service Providers, Tribal Member Business Owners, Artists Environmental, Cultural Groups, Parents, Daycare Providers, Families, Tribal Government Employees, SWO Executives and Council, and more. Each participant was asked to respond to three questions designed to begin communication and discussion and to serve as a basis for developing an action plan. The three questions were:

- **What do you think are the major problems and challenges in Agency Village (SWO)?**
- **What do you think are the major strengths and assets of Agency Village (SWO)?**
- **What projects would you like to see completed in two, five, ten, and twenty years in Agency Village (SWO)?**

Upon completion of the interviews, the team met to compare notes and share comments following three days of intense study. The team then agreed that each team member would carefully analyze the things said, synthesize what they heard with their knowledge of programs and resources, prepare their notes and suggestions, and then forward these items to be combined into SDRDC's final report to Agency Village.

An oral report was presented to the residents of Agency Village on May 17th, 2007. Following the oral report, a formal written report was prepared and presented to the community of Agency Village. A community follow-up and prioritization meeting will be held in Agency Village after this report is distributed and made available to the community at large.

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Agency Village Resource Team, South Dakota
May 15-17, 2007

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Agency Village, SD 57262
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Agency Village Community Assessment Agenda May 15-17

Tuesday, 5/15/07

Time	Title	Sector	Location
4:30 pm – 6:00 pm	Resource Team Meets		Red Iron Room
6:00 pm – 7:00 pm	Listening Session 1	SWO Executives / Boards, Committees	Red Iron Room
7:00 pm – 8:00 pm	Listening Session 2	Tribal Police and Emergency Services	Red Iron Room
8:00 pm – 9:00 pm	Listening Session 3	Casino and Tribal Owned Businesses	Red Iron Room

Wednesday, 5/16/07

Time	Title	Sector	Location
7:00 am – 8:00 am	Listening Session 4	Administration / School Board / Teachers	Tiospa Zina School
8:00 am – 9:00 am	Listening Session 5	Students	Tiospa Zina School
9:00 am – 10:00 am	Listening Session 6	General Open Session	SWC Log Cabin
10 :00 am 12:30 pm	Community Tour		
12:30 pm 1:30 pm	Lunch	Lunch with Elders	Elderly Center
1:30 pm – 2:30 pm	Listening Session 7	Elders	Elderly Center
2:30 pm – 3:30 pm	Listening Session 8	Ministerial/Civic Groups/Non-profits	SWC Log Cabin
4:00 pm – 5:00 pm	Listening Session 9	Health Care / Social Service Providers	SWC Log Cabin
6:00 pm – 7:00 pm	Listening Session 10	Tribal Member Business Owners / Artists	SWC Log Cabin
7:00 pm – 8:00 pm	Listening Session 11	Environmental / Cultural Groups	SWC Log Cabin

Thursday, 5/17/07

Time	Title	Sector	Location
7:00 am – 8:00 am	Listening Session 12	Parents / Daycare / Families / Students	Community Center
8:00 am – 9:00 am	Listening Session 13	Tribal Government Employees	Community Center
10:00 am 11:00 am	Listening Session 14	General Open Session	Community Center
11:00 am 12:00 pm	Listening Session 15	SWO Executives and Council	Council Chambers
1:00 pm – 6:00 pm	Team Preparation		Community Center
6:00 pm – 6:30 pm	Community Dinner	All Sectors are welcome	Community Center
6:30 pm – 7:30 pm	Town Hall Meeting	All Sectors are welcome	Community Center



The Governors 2010 Initiative is the comprehensive strategic plan for economic development in the State of South Dakota over the next five years. The Community Resource Team Assessment Program is one piece of this initiative, with the mission of helping rural communities advance their community planning. The Community Assessment Program helps to develop a local community/economic development plan that is unique to the community, while at the same time, fitting in with the state's overall 2010 Initiative

The following Goals and Objectives were identified in the Governors Statewide 2010 Initiative

Goal 1: Double Visitor Spending from \$600 Million to \$1.2 Billion by 2010

- 1A. Change the way we market South Dakota
- 1B. Focus new energy and investment on expanding the fall shoulder season for visitors in order to increase the percentage of tourism revenues for this season to 42 percent
- 1C. Expand investment in tourism's peak season through greater use of partnership and cooperative efforts
- 1D. Develop a statewide "One-Click, on-call" reservation system by 2005
- 1E. Capitalize on the existing outdoor opportunities in our state

Goal 2: Increase GSP (Gross State Product) by \$10 billion by 2010

- 2A. Promote the creation and development of new businesses that will contribute \$6 billion to the GSP
- 2B. Promote the growth / expansion of existing businesses that will contribute \$4 billion to GSP
- 2C. Promote agricultural and natural resource development in South Dakota

Goal 3: Become a Recognized Leader in Research and Technology Development by 2010

- 3A. Secure Homestake Mine for use as an underground science laboratory
- 3B. Improve ranking to at least 30th nationally for NSF funding
- 3C. Development research and technology infrastructure at our universities with the private sector
Emphasis on research that can be commercialized and will benefit South Dakota)

Goal 4: Brand and Development South Dakota's Quality of Life as the Best in America by 2010

- 4A. Enhance South Dakota's image to young people in an effort to retain and import young adults
- 4B. Enhance History and Arts as a tool for economic development and cultural tourism
- 4C. Stabilize rural populations through community development
- 4D. Stimulate affordable homeownership, rental housing, and day care facilities in South Dakota communities which evidence a need.
- 4E. Improve cooperative efforts with the Native American Tribes

Goal 5: Uphold Our Commitment to the 2010 Initiative as a Work in Progress

- 5A. Assign implementation to Department of Tourism and State Development
- 5B. Create ongoing update and accountability structure for 2010 Initiative

Following distribution of this Community Resource Team Assessment Report, the South Dakota Rural Development Council will convene a follow up priority-setting meeting in the community to help focus on select set of goals and objectives based on the data collected during the assessment and the recommendations included in this report.

What We Heard From What Was Said

After listening to citizens of Agency Village, the Resource Team reviewed what was said and condensed the comments down to major themes that will be addressed in the team member reports. (These are in no particular order or priority)

Major Theme / Sub Themes	Page Number
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Small Business Development <ul style="list-style-type: none"> • Youth Entrepreneurship • Resource Awareness • Technology-Web 	19
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Affordable Housing Development – Rental and Homeownership	54
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THEME: YOUTH	
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THEME: VISION AND PLANNING	
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ECONOMIC DEVELOPMENT

SUB THEME: Wind Energy

Challenge: The challenge is to quantify the opportunity that may exist on the Lake Traverse Reservation, to identify the experts and resources available for wind power development, and to determine if developing wind power resources is a cost effective method of economic development and job creation.

Recommendation: South Dakota has been identified as the “Saudi Arabia of Wind.” Studies have ranked SD as high as 4th in the nation for potential for wind power generation. The Lake Traverse Reservation is one of many communities across the state that would like to explore developing wind power opportunities. Few have been able to accomplish a large scale development. Wind power can be a significant economic development tool for rural areas. One example is the impact that wind power has had on Lincoln County in southwestern Minnesota. At one time, this county had the dubious distinction of being the poorest county in the state. Now, with 300 turbines located in the county, local land owners are reaping the benefits of payments from power companies for locating these towers on their property. The county is also receiving \$500,000 per year in property taxes from this source. In Hyde County South Dakota near Highmore a wind power generation facility is in operation. There, 27 wind turbines produce approximately 40 megawatts of electricity--enough electricity for about 14,000 homes.

In looking at options, the Sisseton Wahpeton Oyate should first identify their goal for wind power development. Is it producing a resource for sale outside the reservation? Is it producing power for local use? Is it creating jobs? Depending upon the primary goal, the SWO might consider a large power generation facility that will transmit power to larger urban communities with greater power needs, or a smaller facility that will generate power for local use. If job creation is the ultimate goal, perhaps the best effort would be in developing or attracting a manufacturing or servicing facility that could produce, repair, or maintain wind turbine parts or components. Each option would have different approaches, opportunities and challenges.

If a large generation facility is anticipated, the challenge is how to transport that power to where it can be used. There is not enough transmission line capacity to ship power to high power consuming urban communities. Without existing excess capacity to transmit power, building new transmission lines becomes cost prohibitive in many cases. If a smaller generation facility with local consumption of power is considered, there are still challenges to delivering the power locally and coordinating with other power providers regarding peak and non-peak usage. The economics of a small, local use facility seldom work out due to lack of economies of scale, intermittent generation of wind power, and the cost of having a backup or stand by power source. If a manufacturing or other

Economic Development

Wind Energy

servicing facility is anticipated, then much research should be conducted to determine the most needed and sustainable type of operation. To set a goal for wind power development, the SWO might take the following steps:

- 1) Assess the potential
- 2) Identify partners
- 3) Research feasibility

Assess the Potential: Many assessments of the wind power potential in SD are based on computer-generated models and estimates. One resource that is gathering actual data is South Dakota State University's WRAN (Wind Resource Assessment Network). The WRAN is working to quantify the actual wind power potential by collecting data at several locations across the state, including Crandall and Summit in northeastern SD. By learning the potential for power generation in your area, you can determine what size project you might want to undertake. If the tribe is serious about locating a wind power generation facility on the reservation, there would be a required up-front investment for locating a weather tower and anemometer somewhere on the reservation. The SD Public Utilities Commission web site also has links to wind resource maps and organizations that may have studies already completed regarding where the greatest possibilities exist in the state. If a manufacturing/servicing facility is the goal, investigating existing businesses and relationships in SD would be a good first step. Howard, SD is home to two wind power-related businesses. Knight & Carver Company, which manufactures and refurbishes wind tower blades, and Energy Maintenance Service, which repairs wind turbines. Information is available from Miner County Community Revitalization at <http://www.mccr.net/Wind/history.html>

Identify partners: A task force could be established to determine whether wind power development is feasible as a priority. If you set wind power development as a priority, then that group could make contact with others. You will need to involve and engage not only the Tribal government, but also other governmental units in your area, including cities, counties and the state. In addition, you should look to the tribal, public, and private energy providers that serve the Lake Traverse Reservation, and determine how each of the entities can cooperate. Look beyond your immediate area. Look at ways that you can join forces with other surrounding communities and counties with an interest in wind power development. There is power in numbers. Leverage your combined efforts. Hold a regional meeting to discuss ways that you can take action to move a collaborative effort forward. Having a specific entity to develop wind power on behalf of the region might make sense. You should also look to wind power trade associations, renewable energy groups, and federal governmental entities that promote, deal with, or regulate energy and wind power development. Trade associations, power industry and the rural electric cooperative system have additional information on manufacturing and servicing entities. See the web site <http://www.nreca.org/PublicPolicy/ElectricIndustry/RenewableEnergy.htm> for information about renewable energy, including a white paper on wind power.

Economic Development

Wind Energy

Research feasibility: Make sure to attend various meetings held by the SD Public Utilities Commission regarding wind power. Report back to local entities about what is learned. Also, wind power conferences have been held in the region, including in South Dakota and in Minneapolis. Make sure that someone representing your community is sent to these conferences to gather information and represent the Sisseton Wahpeton Oyate. Sit down and meet with the PUC commissioners, various utility companies, and manufacturers or other industry representatives to discuss ways that you can pursue wind power development further. Subscribe to the Wind Energy Newsletter located at <http://www.state.sd.us/puc/energy/wind.htm> through the Public Utilities Commission.

Making wind power a reality in South Dakota on a more widespread basis may take legislative action. Being educated on the issues will help you to know what legislative changes might be necessary. Get informed about legislative incentives passed in Minnesota that promote wind power development. Contact the PUC to find out what their legislative agenda is regarding wind power and how you can be involved in helping to promote this legislation in the upcoming sessions. Be proactive and engaged. This is one of the most beneficial things that you can do to help promote wind power in your region.

Resources:

Public Utilities Commission Capitol Building, 1st floor
500 East Capitol Avenue
Pierre, SD 57501-5070
<http://www.state.sd.us/puc/energy/wind.htm>

Governor's Office of Economic Development
711 East Wells Avenue
Pierre, SD 57501-3369
605-773-3301
Toll Free: 800-872-6190
goedinfo@state.sd.us

Wind Resource Assessment Network
Dr. Michael Ropp or Shanon Conley
(Wind Research Assistant)Electrical Engineering Department
South Dakota State University
Brookings, SD 57007-2220
(605) 688-5266
<http://www.engineering.sdstate.edu/~wran/>

Economic Development

Workforce Development

Resources: Continued

Miner County Community Revitalization
Randy Parry, Executive Director
Michael Knutson, Economic/Housing Director
PO Box 10
109 North Main Street
Howard, SD 57349
(605) 772-5153
mccr@alliancecom.net

US Department of Energy:
<http://www.eere.energy.gov/windandhydro/windpoweringamerica/index.asp>

Windustry: <http://www.windustry.com/>

Fresh Energy: <http://www.fresh-energy.org/default.htm>

American Wind Energy Association: <http://www.awea.org/>

Renewable Resource Data Center: <http://rredc.nrel.gov/>

National Rural Electric Cooperative Association: <http://www.nreca.org/>

National Wind Coordinating Collaborative: <http://www.nationalwind.org/>

SUB THEME: Workforce Development
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Challenge: It is clear that many feel that Sisseton Wahpeton Oyate's greatest asset is its people. Several times during the listening sessions, we heard about the talented people in the community. Many could benefit from specific direction or training to become more productive members of a stronger workforce. The challenge is figuring out a way to train local people and equip them with necessary skills. A large part of that challenge is to identify the focus of the training that is needed.

Recommendation: Work with the cooperative spirit that you have. Capitalize on cultural strengths and traditional values like sharing with and helping your own extended family. Engage elders as teachers and incorporate culture lessons. Develop an elder/youth mentor program.

Economic Development

Workforce Development

We heard that many young people want to stay in the area or return to the area, but don't have the training or the skills to work in local jobs, or businesses and industries are not present because of the lack of a trained workforce. One option to fill that trained worker void would be to engage the high school and tribal college to coordinate with outside industries to present practical and skills training sessions and workshops. Create a mentorship/apprentice/internship program with the schools and tribal businesses to help youth to learn about and identify fields of interest. There was discussion about a summer youth program; perhaps that can be expanded to include job shadowing or informational internships with businesses. Such programs where youth can participate in day-to-day business experiences can provide real-world, practical experience to enhance classroom learning.

On a practical level, students can make products in school to sell, and can learn about successful rural and tribal business people in history classes. Offering entrepreneurship classes in junior high and high school are great ways to enhance the K-12 curriculum. Training can be integrated into existing courses and benefit all students through hands-on exercises and community-based projects. Students will gain a better understanding of small business ownership and operation, possibly grooming them for similar roles within the community.

By engaging young people in community leadership and service roles, we also help them develop healthy self-esteem and a sense of community "ownership" through service to others. The districts should consider having a youth council to attend the district and Tribal Council meetings.

Tribal businesses can serve as a learning laboratory in conjunction with the school by creating and coordinating an apprenticeship program or an informational internship program. Apprenticeships also help expose young entrepreneurs to potential adult role models. The schools could coordinate with businesses and or the tribal college to develop a youth-run business enterprise. The ideas and responsibilities for developing the enterprise must reside primarily with the students (with advice, coaching, oversight and consent from adults in the community). This will help sustainability of any project undertaken. With youth ownership comes pride, and with pride comes a certain level of commitment to the project.

There are various organizations that work through schools that could support the development of this initiative. One such organization is DECA or the Distributive Education Clubs of America. Another is Junior Achievement, which is basically a curriculum that teaches students how to start and run businesses through student led enterprises and voluntary assistances from mentors in the community. REAL Enterprises is another school-based program that provides assistance to schools looking to implement a youth enterprise curriculum. Finally, there is an organization called Youth Ventures that helps support the development of "youth teams" interested in starting a business or providing a social service in a community. Youth Venture may also provide a small amount of financial assistance to help get things started.

Economic Development

Workforce Development

The Workforce Development Program, administered by the Governor's Office of Economic Development, provides companies with financial assistance to help train new and existing employees.

The Career Learning Centers across the state can provide a variety of free services for both job seekers and employers. They are staffed with trained professionals ready to help employers deal with various labor issues and to help job applicants identify opportunities and prepare for productive employment. Employer services and programs include: Screen and test job applicants, schedule and host interviews, job training programs, and work opportunity tax credits. Career Centers also offer job training programs that can pay up to half of new employees' wages while they're learning the job. And job training can be customized for businesses that need workers with specialized skills

Equip, located in Sioux Falls, has developed several training sessions for workforce development. These training sessions include customer service, both for the small business owner and for their employees. In addition to customer service, Equip will mold training to suit the needs of the local workforce.

Resources:

South Dakota Department of Labor
700 Governors Drive Kneip Building - 3rd Floor
Pierre, SD 57501-2291
605-773-3101
<http://www.sdjobs.org/careerinsite/>

Watertown Career Learning Center
2001 9th Ave. SW Suite 100
Watertown, SD 57201(605) 882-5080

Aberdeen Career Planning Center
420 South Roosevelt Aberdeen, SD 57402-4730
(605) 626-2298

Workforce Development Program
Governors Office of Economic Development
2329 N Career Ave., Suite 109
Sioux Falls, SD 57103-1650
605-367-5340
Fax: 605-367-4519
Ann.Gesick-Johnson@state.sd.us
<http://www.sdreadytowork.com/business/financing/workforce/index.asp>

Retired and Senior Volunteer Program - RSVP
Program information: <http://www.seniorcorps.org>

Economic Development

Access to Capital

Resources: Continued

Equip

Serious support for smart business

1101 W 22nd Street

Sioux Falls, SD 57106

605-331-6587

Junior Achievement

1000 N West Ave, Ste. 110

Sioux Falls, SD 57104-1314

605-336-7318

jasd@jasd.org

www.jasd.org

Youth Venture:

<http://genv.net/>

SUB THEME: Access to Capital
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Challenge: Small business development may be hindered due to the lack of available capital for start-up or expansion operations.

Recommendation: Having a wide range of experience starting and/or expanding small businesses and dealing with banks, I can provide some truth to the lack of access to capital. Many people and communities are in the same boat. Banks will always be reluctant to lend money to someone, regardless of ethnicity, with little business experience, few pledgable assets, and little to no up front equity. I recommend starting a Community Development Finance Institute or something similar like the **Standing Rock Business Equity Loan Fund**. The SRBELF is designed to provide an equity grant to a business start-up who will in turn leverage that with a loan from a bank or other qualified institution. The organization will also assist in providing training for the owner and possibly connecting the owner with a mentor.

The OWEESTA organization based out of Rapid City, SD can provide the technical assistance in developing a native CDFI.

There may not be technical assistance available to start a grant/loan fund similar to Standing Rock Business Equity Loan Fund, however, feel free to contact the Executive Director to learn ideas on how and where to begin. Should a like organization be established, it could assist with youth projects and allow youth internships.

Economic Development

Access to Capital

I would also recommend starting an Individual Development Account Program that may assist in building some capital that may be used for business investment, buying a home, or investing in a college education. OWEESTA or First Nations organization may be able to offer technical assistance in getting those programs started.

Sometimes access to capital is denied due to the lack of technical assistance. Should a person have an idea, they should first seek counsel with an organization such as a Small Business Development Center.

For youth specifically, I recommend utilizing the USDA Farm Service Agency Youth Loan Program. This program will assist youth with a variety of projects depending on the FSA loan specialist administering the program. This program may have to be done through a 4-H program but I have seen otherwise and it worked well.

Entrepreneurial types that reside in rural communities must rely on the internet and its ability to reach and serve a larger customer base. This business model may not have the assets needed to borrow start-up capital -thus the need for a loan fund that is designed to meet the demands of current business climates.

Resources:

OWEESTA
1010 Ninth Street, Suite 3
Rapid City, SD 57701
(605) 342-3770 Phone
(605) 342-3771 Fax
info@oweesta.org
www.oweesta.org

First Nations Development Institute
703 3rd Avenue Suite B
Longmont, CO 80501
Tel/303.774.7836
Fax/303.774.7841
info@firstnations.org

Standing Rock Business Equity Loan Fund
Entrepreneurial Center
P.O. Box D
Fort Yates, ND 58538
Ph: (701) 854-3613

Economic Development
Small Business Development – Youth Entrepreneurship

Resources: Continued

FSA Service Center Office
Roberts County Farm Service Agency
2018 E Highway 10
Sisseton, SD 57262
(605) 698-7639
(605) 698-3561 Fax

Aberdeen SBDC
Business Consultant
Kelly Weaver, Regional Director OR Carla Benson
416 Production Street North
Aberdeen, SD 57401-8194
Phone: 605-626-2565
Fax: 605-626-2667
Email: kweaver@midco.net OR carlas@midco.net

Watertown
Regional Director
Belinda Engelhart
124 First Ave NW
Watertown, SD 57201
Phone: 605-882-5115
Fax: 605-882-5049
Email: Bengelha@usd.edu

SUB THEME: Small Business Development

- **Youth Entrepreneurship**
- **Resource Awareness**
- **Technology / Web**

Challenge: Several community members expressed the need for a more diverse economy through individual privately owned businesses. “Without private owned businesses, there is no tribal economy,” stated one listening session respondent.

Tribal members who want to start a small business face challenges that include the lack of awareness of resources, training and technical assistance for starting a small business. Tribal members who already own a small business see their biggest challenges as the lack of support, promotion and encouragement of individual tribal business owners by the tribe.

Economic Development

Small Business Development – Youth Entrepreneurship

Recommendations: Despite social and economic obstacles, very real opportunities exist for Native American entrepreneurs to start and sustain businesses near and on reservations that are not gaming-related. Individual tribal business owners are important in building sustainable economies, and sustainable economies build sustainable communities that support tribal members.

Building a business friendly environment is also important for the success of small businesses. Having successful Native American business owners provides youth with role models as well as the much needed mentoring and internship opportunities to help youth build strong leadership, work ethics and life skills. A business association will provide networking opportunities, support for business owners and advocacy for Native-owned businesses based on the Sisseton Wahpeton Reservation.

Youth Entrepreneurship

Building an entrepreneurial spirit should start with the youth. It will be the youth who become the leaders of the tribe and the community and ensure that the Sisseton Wahpeton Oyate survives. Part of building that spirit involves empowering youth with the education, networks, and leadership skills from elementary through college. Programs can be developed through Tiospa Zina Tribal School, Enemy Swim Day School, the Boys and Girls Club and other community organizations.

One organization that provides a support network, leadership skills and internship opportunities for Native youth is the National American Business Leaders. AIBL has K-8, High School, Tribal College, University and Professional Chapters, and are designed to create an environment that will support and promote the American Indian business student and/or entrepreneur who will help improve tribal economic environments through designing culturally appropriate businesses. The Student Chapter Programs engage students in business activities that build self-esteem, leadership skills, community involvement, and teamwork. They also host a National Leadership Institute where students can network with Native business students, professionals and owners as well as compete in business plan competitions. They also have a small revolving loan fund for chapters that start and operate their own business.

Another organization, the National Tribal Development Association, has two programs geared toward youth entrepreneurs. The American Indian Youth Entrepreneurial Empowerment Project provides a website, workshops, curriculum and technical assistance for youth entrepreneurs. The National FSA American Indian Credit Outreach Initiative provides loans to rural youth to establish and operate income-producing projects in connection with their participation in 4-H clubs, Future Farmers of America, and similar organizations. Each project must be part of an organized and supervised program of work. The project must be planned and operated with the help of the organization adviser, produce sufficient income to repay the loan, and provide the youth with practical business and educational experience.

Economic Development
Small Business Development – Youth Entrepreneurship

Resources for Youth Entrepreneurship:

National American Indian Business Leaders
Gallagher Business Building, Suite 366
Missoula, MT 59812
Toll Free: 877-245-AIBL(2425)
Fax: 406-243-2086
<http://www.aibl.org/>

National Tribal Development Association
RR 1 Box 1080
Box Elder, MT 59521
Phone: 406-395-4095
Fax: 406-395-4096
<http://www.ntda.info>
<http://www.nayouthempowerment.com/>
<http://www.indiancreditoutreach.com>

Curriculum resources:
Young Americans Center for Financial Education
3550 East First Avenue
Denver, Colorado 80206
Phone: 303-321-2265
Fax: 303-320-6507
<http://www.theyoungamericans.org/>

Making Cents International
2900 M Street, Suite 200
Washington, DC 20007 USA
Phone: 202-783-4090
Fax: 202-783-4091
Toll Free: 888-771-5089
info@makingcents.com
<http://www.makingcents.com>

NxLevel—Corporate Offices
63 East 11400 South #322
Sandy, UT 84070
Phone: 800-873-9378 or 801-446-6162
Fax: 800-860-0522
<http://www.nxlevel.org>

There are several organizations and government entities that provide funding to assist in establishing entrepreneur programs in the local schools and community.

Economic Development
Small Business Development – Youth Entrepreneurship

Resources for Youth Entrepreneurship: Continued

Funding resources:

Ewing Marion Kauffman Foundation
4801 Rockhill Road
Kansas City, Missouri 64110
Phone: 816-932-1000
<http://www.kauffman.org>

South Dakota Community Foundation
Bob Sutton, Executive Director
PO Box 296
207 E. Capitol Ave.
Pierre, SD 57501
Phone: 605-224-1025
Toll Free: 800-888-1842
<http://www.sdcommunityfoundation.org>

USDA Rural Development—Rural Business Enterprise Grant
1717 N. Lincoln Ave., Suite 102
Pierre, SD 57501
Phone: 605-224-8870
<http://www.rurdev.usda.gov/rbs/busp/rbeg.htm>

Youth Venture
1700 North Moore Street, Suite 2000
Arlington, Virginia 22209
Phone: 703-527-4126
Fax: 703-527-8383
jbernhardt-lanier@ashoka.org
<http://www.genv.net/>

Junior Achievement - <http://www.ja.org>
JA educates and inspires young people to value free enterprise, business and economics to improve the quality of their lives.

Future Business Leaders of America – <http://www.fbla-pbl.org>
Future Business Leaders of America brings business and education together in a positive working relationship through innovation, leadership and career development programs.

Distributive Education Clubs of America – <http://www.deca.org>
DECA is the association for students of marketing, management and entrepreneurship. DECA sponsors a competitive awards program; provides scholarships, leadership training and classroom support; and hosts conferences.

Economic Development
Small Business Development – Resource Awareness

Resources for Youth Entrepreneurship: Continued

Students in Free Enterprise – <http://www.sife.org>
SIFE offers students the opportunity to develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise, thereby improving the standard of living for millions in the process.

Entrepreneur Magazine - <http://www.teenstartups.com>

Entrepreneur U – <http://www.entrepreneuru.org>
This site was created for the purpose of informing students, administrators and parents about the opportunities for studying entrepreneurship beyond high school.

Merrill Lynch Investing Pays Off® (IPO®) – <http://philanthropy.ml.com/ipo/>
Investing Pays Off® (IPO®) aims to prepare young people for tomorrow by arming them with the knowledge and know-how essential for financial and career success. IPO also exposes youngsters to learning and experiences that will motivate them to become the next generation of entrepreneurs.

National Academy Foundation - <http://www.naf.org>
The National Academy Foundation sustains a national network of career academies to support the development of America's youth toward personal and professional success in high school, in higher education, and throughout their careers. NAF Academies represent business/school partnerships that prepare young people for future careers through a combination of school-based curricula and work-based experiences.

Resource Awareness

Sisseton Wahpeton Oyate would benefit from a resource guide similar to South Dakota's Business Resource Guide, but geared toward creating and expanding business opportunities on or near the reservation. Sinte Gleska University on the Rosebud Reservation developed a Tribal Business Resource Guide before implementing a Tribal Business Information Center. The guide included information on tribal business licenses, tribal taxes, land issues and organizations that specifically assist tribal businesses. Collaborating with Sisseton Wahpeton Community College to create a similar guide or a clearinghouse of information would benefit both the tribe and the college.

The Tribe and SWCC could collaborate to offer small business training and workshops for starting and expanding Native-owned businesses in partnership with already established technical assistance providers. Training and workshops could include small business development classes and workshops for building capacity of existing businesses in addition to or in conjunction with the small business classes already offered at SWCC.

Economic Development
Small Business Development – Resource Awareness

Resources on Resource Awareness:

National Native Technical Resource Providers:
Small Business Administration-Office of Native American Affairs
SBA Answer Desk
1-800-U-ASK-SBA 800-827-5722
Answer Desk TTY: 704-344-6640
answerdesk@sba.gov

National Center for American Indian Enterprise Development
953 E. Juanita Avenue
Mesa, AZ 85204
Phone: 480-545-1298
Fax: 480-545-4208
<http://www.ncaied.org>

National Indian Business Association
1730 Rhode Island Ave, NW Suite 1008
Washington DC 20036
Phone: 202-223.3766
Fax: 202-223-8003
<http://www.nibanetwork.org/>

Native American Business Alliance
30700 Telegraph Road, Ste. 1675
Bingham Farms, MI 48025
Phone: 248-988-9344
Fax: 248-988-9348
<http://www.native-american-bus.org/>

Local Technical Assistance Providers:
ND/SD Native American Business Enterprise Center
Brek Maxon, Project Director—bmaxon@uttc.edu
3315 University Drive
Bismarck, ND 58504
Phone: 701-255-3285 Ext. 1359
<http://www.ndsd-nabec.com/about.asp>

Aberdeen SBDC
Kelly Weaver, Regional Director—kweaver@midco.net
Carla Benson, Business Consultant—carlas@midco.net
416 Production Street North
Aberdeen, SD 57401-8194
Phone: 605-626-2565
Fax: 605-626-2667
<http://www.usd.edu/sbdc/regional.cfm>

Economic Development
Small Business Development – Technology / Web

Resources on Resource Awareness: Continued

Watertown SBDC
Belinda Engelhart, Regional Director—bengelha@usd.edu
124 First Avenue N.W.
P O. Box 1207
Watertown, SD 57201
Phone: 605-882-5115
Fax: 605-882-5049
<http://www.usd.edu/sbdc/regional.cfm>

Entrepreneurship Curriculum Providers:
ONABEN—Indianpreneurship, a culturally based curriculum
11825 SW Greenburg Road, Suite B-3
Tigard, OR 97223
Toll Free: 800-854-8289
Phone: 503-968-1500
Fax: 503-968-1548
<http://www.onaben.org>

NxLevel—Corporate Offices
63 East 11400 South #322
Sandy, UT 84070
Phone: 800-873-9378 or 801-446-6162
Fax: 800-860-0522
<http://www.nxlevel.org>

REAL Enterprises
Corporation for Enterprise Development
115 Market Street, Suite 221
Durham, NC 27701
919-688-7328
<http://www.realenterprises.org>

Core Four
<http://www.corefouronline.com/>

Technology / Web

The Tribe and SWCC could also collaborate on offering workshops on using technology and the internet for business—developing websites, using technology to build capacity, and eCommerce. A web-based business directory can be established and placed on the Tribe’s website, and already established businesses can access other web-based business directories established by some of the national organizations. There are also some

Economic Development

Small Business Development – Technology / Web

business curriculum providers that offer on-line business training. SWCC could provide the computer classroom to offer this training.

Resources for Technology / Web:

South Dakota Department of Tourism

SCORE

Online courses—Technology for Your Business, eCommerce for Your Business

<http://www.score.org/>

Promoting / Marketing & Tourism

SUB THEME: General Marketing and Promotion

Challenge: Having a web site, community activities and marketing the areas natural resources are crucial for community and economic development. These are essential components for promoting Agency Village.

Recommendation: Today, web sites are an essential part of building a solid tourism base. Many vacations are now planned entirely online. Without a solid web presence, it will be difficult for the community to enhance its “marketing” efforts.

Having a solid web site that provides comprehensive information about your community is critical. If you don’t have the funds or technical expertise to create or maintain a web site, work with your tribal school to make this a youth project. This has been done in several other communities with a great deal of success.

Here are some components of an effective web site:

- General information about city government, education, and local organizations
- List of amenities in the community (i.e. new clinic, fitness center, community center, tribal college, Tiospa Zina, local businesses, etc.). You have pages of assets/strengths listed at the end of this report. Use this as a basis for building this list on your web site.
- Have lots of pictures. Pictures speak volumes about a community.
- Make sure the web site is easy to navigate. Have portions of the web site devoted to local tribal businesses and the potential incentives available for doing business in Agency Village (i.e. is there a county tax abatement policy? Also – tout South Dakota’s tax advantages. See the Governors Office of Economic Development’s web site at www.sdreadytowork.com for a good list of these South Dakota advantages).
- If you are building on a tourism strategy, develop packaged tours of various activities in the area and list them on your web site as well as your natural resources.

The best way to go about deciding what you want on a website is to beg, borrow or steal ideas from other SD websites.

- Sioux Falls Development Foundation - <http://www.siouxfallsdevelopment.com/>
- Dakota Dunes - www.dakotadevelopment.com
- Brookings Economic Development - <http://swiftel.net/brkecon/>
- Aberdeen Economic Development - <http://www.adcsd.com/>

Promoting / Marketing & Tourism

General Marketing and Promotion

- De Smet Economic Development - <http://www.desmetdevelopment.com/>
- Freeman - <http://www.freemansd.com/freeman/edev.txt>
- Canton – <http://www.cantonsouthdakota.org>
- Madison’s Lakes Area Improvement Corporation - <http://www.madisonworks.com/home.aspx>
- Chamberlain’s Lake Francis Case Development corporation - <http://www.chamberlainsd.org>
- Lake Andes – <http://www.lakeandes.com>

Remember to add the website address to any and all advertising, brochures and press releases.

The need for more community activities seems to be a problem in most communities. Fortunately, Agency Village has a wonderful facility for these community activities. The community center would be a great location for such activities such as game night or movie night. Bring in local musicians or have cultural activities. Forming a committee to spearhead the activities and have a brainstorming session would be the first step. Find activities that include both the youth and elders in the community. One of my suggestions would be to establish an “adopt a grandparent” program and have activities at the Elders Center or community center for both the youth and adults. The youth would spend time with the seniors and learn from them, giving the seniors a connection with the tribal youth of the community. The youth could learn from the elders about their heritage, their culture, crafts or the history of the tribal community. It is always more interesting to hear about history from someone that has been through it rather than from a teacher or book. In return, the Elders would be asked to take in the youth activities and show their support. In visiting with the Elders, it was evident how well respected they are in the tribal community. I feel that the youth could truly learn a lot from them.

Using the natural resources in the area for promoting and marketing the community should not be problem in Agency Village. Start by assessing what you have first, make a list of all of the natural resources in the area. Think locally and regionally. To help you get started, go to USDA’s Rural Information Center website and the Laboratory for Community and Economic Development website. Both are full of guides, Q & A, success stories, and step by step explanations of how to start using tourism in your community. I would also suggest doing some research on eco/agri-tourism. Find other places that have used tourism to their advantage and study how they went about it.

Develop a community / visitor information packet to give to visitors coming to your area and distribute them at the area casinos. Provide narrative on all the amenities and activities available in your community. What is marketed to visitors may cross over to residents but the opposite is rarely true. Potential residents are concerned with schools, housing, infrastructure, culture, and recreation, whereas visitors are simply focused on activities and events.

In summary, to do effective marketing and promotion, one must be organized to do continuous work - it is not a one-time affair. To illustrate: Tourism ought to mean not only what is in place but what could be, such as a cultural heritage museum, nature tours,

Promoting / Marketing & Tourism
Museum / Cultural Center

hunting and fishing packages, a living history site with people doing demonstrations of traditional skills and other possible projects.

This kind of effort requires the direction of a trained, experienced person. A Tribal committee should study needs and possibilities and propose an action plan.

Resources:

Rural Information Center
<http://www.nal.usda.gov/ric/ruralres/aboutric.htm>

South Dakota Governors Office of Economic Development
711 East Wells Avenue
Pierre, SD 57501-3369
800-872-6190 or 605-773-3301
goedinfo@state.sd.us

South Dakota Department of Tourism and State Development
711 E. Wells Ave.
Pierre, SD 57501-3369
Phone: 605-773-3301
Fax: 605-773-3256
www.travelsd.com

Center on Ecotourism
CESD in Washington DC
733 15th St. NW; Suite 1000
Washington, DC 20005
Tel: 202-347-9203
Fax: 202-387-9715
www.ecotourism.org

SUB THEME: Museum / Cultural Center
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Challenge: Many members of the Tribe expressed interest in strengthening ways of teaching the culture and values traditionally held by the people.

Recommendation: The need for a museum and cultural center was expressed during the General Open Listening sessions. There is a strong support for teaching traditional cultural values to youth and to all tribal members, There is a feeling that there are substantial resources within the people and especially within the arts, but there is no place where these things can be displayed so that people can learn from them. There are many

Promoting / Marketing & Tourism

Museum / Cultural Center

historical artifacts held by tribal members that could be valuable teaching tools if they could be displayed in a secure place.

The Sisseton-Wahpeton Oyate represents an important segment of native history that could be dramatically illustrated in a museum setting. Origins and movements of the people could be traced from the earliest times to the present. The customs of the people and the stories of the elders could be preserved through visual exhibits. Traditional ways of preparing foods, clothing and tools could be shown. Of real importance, exhibits and illustrations describing the spiritual and religious beliefs of the people could be illustrated.

It would seem wise to consider the inclusion of an area for the display of current cultural materials as well. These would include paintings, drawings, sculpture and artistic products of every sort. There should be a gallery area in which such items could be displayed for sale, as an area within the center.

A museum / cultural center would have a powerful effect in drawing visitors and tourists to the area and would encourage the start-up and growth of other enterprises offering lodging, food and other services to visitors. Tourists would be attracted to the attractive setting.

A museum would also be an appropriate place to feature and interpret the natural beauty of the area and the abundant native wildlife and plants.

It is a common observation of the people that they will band together to help each other in times of adversity. A museum and cultural center could explain the history of the people and how such qualities could have arisen among them.

A museum / cultural center could serve as a valuable archive and library and place of safe keeping for many early photographs, letters, records, manuscripts and artifacts which reflect the history of the people. Many of these items are irreplaceable and every effort should be made to preserve them.

A museum / cultural center would be a very important addition to the educational system of the Sisseton-Wapeton Oyate. Children from the school could regularly visit the museum as a curriculum enrichment feature. College students and teachers would find it a valuable resource for study and research. Elders would find a new focus of interest to stimulate their participation in the community.

A museum / cultural center could be a powerful resource in building community pride and loyalty, especially for the youth.

As an immediate step, a committee could be appointed by the Tribal Council to begin to gather information and data on the interests and needs of the people and on the possible design and location of such a center. Projections of possible costs and sources of support would follow these findings.

Promoting / Marketing & Tourism
Museum / Cultural Center

Resources:

South Dakota State Historical Society
900 Governors Drive
Pierre, SD 57501
(605) 773-3458

Siouxland Heritage Museums
6th St. & Main Ave.
Sioux Falls, SD 57104
(605) 367-4210

AKTA Lakota Museum and Cultural Center
St. Joseph's Indian School
Chamberlain, SD 57325
1-800-798-3452

Codington County Historical Museum
27 First Ave. SE
Watertown, SD 57
(605) 886-7335

Center for Western Studies
Augustana College
Sioux Falls, SD 57197
((605) 274- 4007

Association for State and Local History
117 Church Street
Nashville, TN 37203
(615) 320 - 3203

National Trust for Historic Preservation
1785 Massachusetts Avenue NW
Washington DC 20036
(202) 588 – 6219

Preserve South Dakota
105 South Pierre St.
Pierre, SD 57501
(605) 945 – 0409

Promoting / Marketing & Tourism
Museum / Cultural Center

Resources: Continued

Sicangu Heritage Center
Sinte Gleska University
Mission, SD 57555
(605) 856 – 8211

Archaeological Laboratory
2032 South Grange Avenue
Sioux Falls SD 57105
(605) 274 – 5493

South Dakota Humanities Council
Box 7950, University Station
Brookings, SD 57007
(605) 688 – 6113

Office of Tourism
GOED
Tribal Government Relations
711 East Wells
Pierre, SD 57501
(605) 773 - 3301

SOCIAL ISSUES

SUB THEME: Drugs / Alcohol / Counseling

Challenge: To deter alcohol and drug use among the tribal youth.

Recommendation: The statistics for youth drug use are staggering. Methamphetamines are easy to buy, coming in a number of useable forms that may not be recognizable unless you are educated. Youth involvement is imperative as they are the ones that will act as the mentors or “go-to” for students dealing with drugs and alcohol. They need to be trained to direct troubled youth to the right resources.

The first step should involve frank discussions between parents, youth, the school and churches about the issues so they can better understand opposing views. In many communities across South Dakota, community task forces have been formed to begin dialogue and set a course of action. These task forces include parents, school teachers, health care professionals, community leaders and students. The goal is to find alternatives to drinking and drug use by involving the youth in other activities. Events are being hosted by the task force such as concerts in the park, game night or movie night that give the youth innovative activities to participate in instead of drugs and alcohol.

Currently the D.A.R.E. program is not in place in the Tiospa Zina school curriculum. This is a wonderful introductory program to drug and alcohol use, and I suggest that this, or a similar program, be initiated, if at all possible.

The Community Mobilization Project initiative in South Dakota is designed to blend the resources of federal, state, and local government together with those of community leadership, volunteers, private and public service providers, families, schools, and all citizens to focus on reducing the incidence of ATOD (Alcohol, Tobacco and Other Drugs) abuse in the state.

The Community Prevention Net workers (CPN) responsibilities are as follows:

- Assemble a coalition of community leaders and/or help sustain current ATOD and violence prevention efforts within the community.

- Conduct a needs assessment based on the input of the identified community leaders.

- Develop and implement an action plan (based on the needs assessment) which outlines specific goals and objectives designed to address alcohol/drug abuse and violence issues in the community.

Social Issues

Drugs / Alcohol / Counseling

- Evaluate the project on an ongoing basis.
- Facilitate community/student forums focusing around an area of concern/interest.
- Provide 'how-to's for conducting community events such as block parties, youth mural projects, and intergenerational dialogues.
- Provide assistance with youth development projects in schools and communities.

Two funding opportunities that might provide grant funding for initiating a substance abuse program are the Christopher D. Smithers Foundation and Educational Foundation of America.

I was encouraged by the fact that the tribal community, both adults and youth, are aware of the problems with drugs and alcohol and want to do something about it.

Resources:

South Dakota D.A.R.E. Coordinator
Shannon Hinrichs
SD Law Enforcement Training
3444 E Hwy 34
Pierre, SD 57501

South Dakota Department of Human Services
Division of Alcohol and Drug Abuse
E Hwy 34, Hillsvie Plaza
c/o 500 E. Capital Avenue
Pierre, SD 57501
605-773-3123
www.state.sd.us/dhs.ada

Christopher D. Smithers Foundation
P.O. Box 67
Mill Neck, NY
11765
516-676-0067
info@smithersfoundation.org
<http://www.smithersfoundation.org>

Social Issues

Gangs

Resources: Continued

Educational Foundation of America
35 Church Lane
Westport, CT
06880 - 3515
203-226-6498
efa@efaw.org
<http://www.efaw.org/>

SUB THEME: Gangs

Challenge: At several of the sessions, gangs were mentioned. Some thought the gang problem wasn't getting worse, but they could still see it in the community. In Native communities, the influence of gangs can be attributed to the lack of cultural identity, parental involvement, strong family units and youth activities in the community.

Recommendations: Leadership and life skills training would help youth create a life vision and set goals for their future. This training would help build self-esteem and strong character that is needed to overcome the influences of gangs.

Establishing cultural youth groups such as dance troupes, drum groups and hand games teams would also give youth a more positive outlet. Elders could be brought in to teach them about what the dances and songs mean and why they are important to them as Dakota people. Building strong cultural identities will strengthen the Sisseton Wahpeton Oyate. Investing in the youth will give them a sense of community and identity.

Programs geared toward fathers/sons and mother/daughters can be established to provide them opportunities to strengthen the family. Teachings about traditional roles, warrior societies and women's societies can be offered and possibly established to provide that cultural identity that is lacking in many of the youth

After school and summer sports programs can be established to steer youth from gang influence. Most organized sports focus on building teams and how individuals fit into that team structure. They also teach leadership skills and can provide an opportunity for parents to become involved in the lives of their children.

Social Issues

Gangs

Resources:

The LifeSkills Center for Leadership provides leadership training and life skills workshops for youth and adults that include creating a life vision, strategies for achieving results, goal setting, delegating and managing responsibilities, effective communication, salesmanship and setting priorities for what matters most.

LifeSkill Center for Leadership
1508 East Franklin Avenue - Suite 200
Minneapolis, MN 55404
Phone: 612-871-3883
Fax: 612-871-2282
<http://lifeskills-center.org/youth.html>
<http://www.pathtogreatness.com>

The National Mentoring Partnership is a resource for mentors and mentoring initiatives nationwide. Here are ideas to help you find a mentor.

MENTOR/National Mentoring Partnership
1600 Duke Street, Suite 300
Alexandria, VA 22314
Main phone: 703-224-2200
<http://www.mentoring.org/>

The Reclaiming Futures Model is a performance-based, “system of care” model for helping communities to improve their approaches for working with youth involved in the juvenile justice and substance abuse treatment systems. The model is a tool to help communities stitch together the efforts of courts, service providers, community organizations, and individual volunteers as they cooperate to identify and intervene with justice-involved youth with substance abuse problems.

The Reclaiming Futures Model is much more than a new perspective on juvenile justice or drug treatment. It asks the juvenile justice and treatment systems to open their doors to volunteers and community groups that are available to help reclaim youth by providing them with professional services where needed, but also by engaging them in opportunities and community supports.

Reclaiming Futures
National Program Office
Portland State University
527 SW Hall, Suite 400
Portland OR 97201
503.725.8911
503.725.8915 (Fax)
<http://www.reclaimingfutures.org/>

Social Issues

Diversity

Resources: Continued

Reclaiming Futures—Rosebud Reservation
Marlies White Hat, Program Director
Sicangu Policy Institute
PO Box 557
Mission, SD 57555
Phone: 605-856-8203
Email: marlies.whitehat@sintegleska.edu

Boy Scouts of America – <http://www.scouting.org>
Boy Scouts of America prepares young people to make ethical and moral choices over their lifetime by instilling in them the values of the scout oath and law. Leadership training focuses on character development and values.

Boys and Girls Clubs of America – <http://www.bgca.org>
Boys and Girls Clubs of America teach young people the skills they need to succeed in life. The Education and Career programs, for ages 13-18, expands knowledge of money management and teaches skills that lead to financial independence.

Girl Scouts of America – <http://www.girlscouts.org>
Girl Scouts of America teaches the importance of personal responsibility, the value of goal-setting, teamwork and accomplishment. For girls 11-17, scouting provides an opportunity to practice decision-making skills and how to relate to others with understanding and respect.

4-H - <http://www.4husa.org>
4-H is a community of young people across America who are learning about leadership, citizenship and life skills.

SUB THEME: Diversity

Challenge: A lack of understanding between the Native American and Caucasian area residents produces a perceived barrier that prevents either group from working together to develop and grow their co-community. Members of the Sisseton-Wahpeton Oyate desire to break down the barriers and create a culture that celebrates its diversity.

Recommendation: I would encourage the school boards of both Sisseton and Tiospa Zina schools to develop cultural curriculum that will assist in breaking down cultural misunderstandings so the next generation does not have to struggle with this same perceptions.

Social Issues

Life Skills

I believe it's important to recruit your best artistic and performing arts tribe members to form or create a pageant or play that will not only be used for tourism but non-native communities in the area can participate...more importantly enjoy and learn from the unique Dakota culture.

One possible funding source for developing a community event is the Ben and Jerry's Foundation. This is a foundation established to promote social change but not social services. I think it would be an excellent source to partner with the tribal college to develop a curriculum and strategy to educate the community.

Resources:

Ben & Jerry's Foundation
30 Community Drive
S. Burlington, VT 05403
Phone: 802-846-1500
<http://www.benjerry.com/foundation/index.html>

Diversity & Multi-Cultural Affairs
<http://www.unc.edu/diversity/prospective/nativeamerican.html>

Harvard University Native American Program
John F. Kennedy School of Government, Harvard University
79 John F. Kennedy St., Cambridge, MA 02138
(617) 495-4923
<http://www.ksg.harvard.edu/hunap/>

Canyon Road Arts
<http://canyonroadarts.com/perform/index.html>

American Indian Community House
11 Broadway, 2nd Floor
New York, NY 10004-1303
Tel. (212) 598-0100
Fax (212) 598-4909
<http://www.aich.org/index2.php>

SUB THEME: Life Skills

Challenge: Comments at several sessions indicated a need for general life skills training, including parental involvement and interaction with youth, parents taking responsibility for their children's actions, parents taking responsibility for their own actions (especially

Social Issues

Life Skills

involving alcohol and substance use), and preserving cultural values. There seem to be great and valuable human assets in the community that can be drawn upon, but unless individuals are open to receiving assistance or life skills training, there is no way to force it upon them.

Recommendation: Life skills are extremely important, especially if people are struggling in other areas of their lives. Life skills, like how to balance a checkbook, how to complete a job application, how to be a good parent, anger management and other topics can be important for anyone who needs additional help. The high school or the Sisseton Wahpeton Community College could establish some joint classes for parents and teens which could greatly enhance parental involvement as well as provide a support system of fellow classmates for both adults and youth. Depending upon the subject matter, outside experts could be invited for periodic workshops or seminars on topics of interest to youth and parents. Elders could be involved in presenting traditions and culturally relevant information on each of the topics. A great first step would be to determine the topics of interest to both youth and parents, and to identify experts first within the community and then outside the community that could present workshops or seminars. Topics could include financial literacy and homebuyer education, drug & alcohol awareness and abuse prevention, family communication and interaction, etc. It would be important for the sessions to be family friendly, and if any topics are more suited to younger or older children, that could be mentioned, and provisions be made for alternate activities for the other children at the same site during those sessions.

The Sisseton Wahpeton Oyate has great resources in their youth and elder population. It seems to be a natural fit to bring the young and old together to share cultural learning and to pass on the traditional values that have served the Dakota people so well. The summer pow-wows are great sources of togetherness and cultural reinforcement. It would be great if that cultural sharing opportunity could be extended throughout the year, involving entire families. Invite families to participate in planning pow-wows and other culturally relevant social gatherings. Your tradition of celebrating accomplishments and sharing with one another can provide opportunities year around for interaction and engagement around matters that are positive, uplifting and culturally relevant.

If families are facing legal issues, there may be an opportunity for the tribal court system to become involved by mandating joint parent/child training sessions as part of any resolution of legal matters. Alternatively, parents or children can be required to participate in counseling sessions or in classes that help them develop life skills or appropriate behaviors and responses to challenging situations. Planning for the Community Justice and Rehabilitation Center should include consideration of these types of classes.

Many groups could provide expertise, course materials, or other support. The National Endowment for Financial Education was created to provide Americans with practical money management skills and an introduction to financial planning through coursework that covers the fundamentals of money management. The First Nations Development Institute has a culturally relevant financial literacy curriculum developed for adults. The

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Life Skills

Northwest Area Foundation is a non-profit organization that seeks to address these kinds of issues in the region. Other financial literacy resources include Citigroup's Office of Financial Education, Department of Treasury Office of Financial Education, National Endowment for Financial Education, Jump Start, AARP.

There are also outside groups that would be willing to put on classes. Consumer Credit Counseling Services (CCCS) has an office in Aberdeen that offers classes on financial literacy to high school and college classes and others. CCCS is affiliated with Lutheran Social Services which also offers other family skills classes. The Presentation Sisters have an office in Aberdeen. They also might be willing to teach some family skills classes as needed or provide resources that might be beneficial to meet this need.

Resources:

Consumer Credit Counseling Service
202 South Main Street, Suite 228
Aberdeen, SD
605-229-5140

Sisters of the Presentation of the Blessed Virgin Mary 1500 North Second Street
Aberdeen, SD 57401-1238
(605) 229-8337

Northeast South Dakota Community Action Program (NESDCAP)
414 Third Avenue East
Sisseton, SD 57262
(605) 698-7654
www.nesdcap-nesdec.org

Sisseton Wahpeton Community College
(Associate of Arts degrees in Dakota Studies, Cross-Cultural Counseling)
BIA Road 700; Agency Village, SD 57262
Mailing address: Agency Village Box 689, Sisseton, SD 57262
605-698-3966
<http://www.swc.tc/>

South Dakota Department of Human Services
Division of Alcohol and Drug Abuse
E Hwy 34, Hillsvie Plaza
500 E. Capital Avenue
Pierre, SD 57501
605-773-3123
<http://www.state.sd.us/dhs/ada/>

Social Issues

Transportation

Resources: Continued

MAPP South Dakota
(Meth Awareness and Prevention Program)
Sioux Falls Headquarters
605-331-5724
1-800-343-9272
1-605-331-5725 fax
Website: <http://www.mapps.org/>
Northeast SD contact Jeanne Pufahl-Ward: tjeward@natesnet.com

South Dakota Department of Education
Office of Indian Education
Keith Moore, Director
700 Governors Drive
Pierre, SD 57501
(605)773-3134
(605)773-6139 fax

Financial Literacy Web Site: www.beehive.org

Corporation for Enterprise Development
Financial Education in Native Communities
<http://cfed.org/>

First Nations Development Institute: <http://www.firstnations.org/>

First Nations Oweesta Corporation
1010 Ninth Street, Suite 3
Rapid City, SD 57701
605.342.3770, Fax: 605.342.3771
<http://www.oweesta.org/>

Youth Venture: <http://www.genv.net/>

SUB THEME: Transportation

Challenge: The need for public transportation was identified by several tribal members. Concerns were noted regarding the availability of transportation for individuals in the community traveling to and from work or school.

Social Issues

Transportation

Recommendation: The organizations that provide healthcare services may be able to recommend methods or models that can be explored to address community transportation concerns. I would suggest that the Tribe, City and/or District contact and meet with both the South Dakota Department of Social Services and the South Dakota Department of Transportation (Public Rural Transit Division) to discuss possible alternatives for starting some kind of public transit service in Agency Village. The Department of Transportation administers Section 5310 and Section 5311 programs which provide financial and technical assistance to rural transit providers in conjunction with local governmental entities. General information on these programs is available online at <http://www.sddot.com/fpa/transit/>.

Cities in South Dakota that are served by public transit services can be found by going online and downloading a map from <http://www.sddot.com/fpa/transit/Docs/Transit.pdf>. The map shows that there is a transit service in the Sisseton area. This is a potential opportunity to see if the City of Sisseton would be willing to work together to help operate a regional transit service for Agency Village.

You could also contact the Small Urban and Rural Transit Center, a coalition of public agencies and private organizations that promote and support public and special passenger transportation programs within the states of North and South Dakota. For more information contact Gary Hegland at (701) 231-6436.

Resources:

South Dakota Department of Social Services
Adult Services & Aging
700 Governors Drive
Pierre, SD 57501
Phone: 605-773-3656
<http://www.state.sd.us/social/ASA/index.htm>

South Dakota Department of Transportation
Office of Public Transit
Bruce Lindholm, Project Manager
Becker-Hansen Building
700 East Broadway Avenue
Pierre, SD 57501
Phone: 605-773-7045 or 800-872-6190
Bruce.Linhom@state.sd.us

Community Transit Inc.
Carol D. Seurer
P.O. Box 27
420 2nd. Ave. East
Sisseton, SD 57262-0027
Phone: 605-698-7511

Social Issues
Community Education

Resources: Continued

Small Urban and Rural Transit Center (SURTC)
Gary Hegland
P.O. Box 5074
Fargo, ND 58105
(701) 231-8082

SUB THEME: Community Education
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Challenge: There is a widely expressed need for information which has a practical application, in nearly every phase of community life.

Recommendation: The need for an organized, on-going community education program in the Sisseton-Wahpeton Oyate was apparent in nearly all public discussions with tribal members.

Organization of a community education program would best be planned on a community-wide basis. One approach would be to establish a planning and steering committee, composed of school, college and tribal people. Their initial efforts would be to conduct focus groups across the community to learn specific public interests in course content and to assess the teaching resources present. Teachers need not be professionals but they must be expert in the fields of knowledge they will teach.

Initial plans should include the establishment of an office, with a director and clerical help. First tasks would include a survey of possible locations for classes, methods of recruiting instructors and other logistical details. An initial time schedule under which classes would be offered should be developed. There will probably be a heavy emphasis on evening classes to allow the attendance of working adults.

A review of subject matter for possible classes will suggest a very large range of material. In health fields, there could be classes in fitness, nutrition, disease and handicap management

There is a clear need for instruction in alcohol abuse, drug control, teen pregnancies and other serious community issues. Social concerns in home ownership and housing, inter-group cooperation, child care and daycare, parenting skills and elder care would be important. Information on the anatomy of youth gangs could also be offered.

Cultural offerings in tribal history and cultural roots and values, artistic skills and crafts would be useful. Courses in money management, small business start-ups,

Social Issues
Community Education

entrepreneurship and tourism management could be of real value. Suggestions for dozens of other classes will probably be offered.

The project should begin with a modest offering of classes to learn how the process works. The director and his helpers would locate spaces for classes to be taught, schedule the space, recruit teachers, aggressively promote the offering among the people, and issue certificates of completion at the ends of courses. Preferably, the director will be someone with some past association with formal education or training.

Costs for the program will need to be met in a variety of ways. The Tribe should expect to allow the use of the school, college and other public buildings for classes, often in the evening. Instructors may be volunteers, but more often, will be paid a modest stipend for each class that they teach. Students should be asked to pay a small fee for each class, the proceeds of which can be used to pay instructor stipends. However, means must be found to pay a salary for the program director, through school, college and tribal sources.

Some courses, once developed, can be repeated over and over. Others, such as those providing job-specific training can be repeated at intervals of need. It can be assumed that familiarity among tribal members will result in a flow of requests for offerings.

In summary, the community education program should be viewed as an important and integral part of the educational system of the Tribe and as of great value to community's growth and development.

Resources:

Northern State University
School of Education
1200 South Jay Street
Aberdeen, SD 57401
(605) 626 – 3011

North Dakota State College of Science
President's Office
800 Sixth Street North
Wahpeton, ND 58076

Sitting Bull College
1341 92nd Street
Fort Yates, ND 58538
(701) 834 – 8000

Sisseton-Wahpeton College
BIA Road 700
Agency Village, SD 57262
(605) 698- 3966

Social Issues
Community Education

Resources: Continued

SD Association of Lifelong Learning
18649 Summerville Road
Shadehill, SD 57638
(605) 374 – 5123

SD Department of Education
700 Governors Drive
Pierre, SD 57501
(605) 773 – 3134

Minnesota State University Mankato
Department of Ethnic Studies
109 Morris Hall
Mankato, MN 56001
(501) 389 – 2798

Small Business Administration
2329 Career Avenue
Sioux Falls, SD 57107
(605) 330 – 4248

Dakota Wesleyan University
American Indian Studies
1200 University Avenue West
Mitchell, SD 57301
(605) 333-8506

University of South Dakota
Institute for American Indian Studies
414 East Clark Street
Vermillion, SD 57069
(605) 677 – 5200

US Department of Commerce
Minority Business Development Agency
1- 888 – 324 – 1551

Southwest Minnesota State University
Indigenous Nations and Dakota Studies
Social Science 215
Marshall, MN 56258

Social Issues
Neighborhood Watch

Resources: Continued

Tiospa Zinna Tribal School
Agency Village, SD 57262
(605) 698 - 3953

SUB THEME: Neighborhood Watch

Challenge: There is an expressed need for more citizen participation and cooperation in the management of community problems.

Recommendations: A well known process for the reduction of crime and social problems has been expressed by widely revered sociologists such as Jane Jacobs. Briefly described, it is the aide and determent that the many eyes of a neighborhood can have in the control of errant behavior.

Among the acknowledged problems in the Oyate are alcohol, drugs, manufacture of drugs and the beginnings of organized youth gangs. Other social problems often noted are the needs of homeless people, instances of abuse of children and the elderly and varied problems facing low-income people.

The creation of organized neighborhood watch groups can do much to identify and to focus attention on specific instances of need. The Oyate should consider the organization of neighborhood watch groups in each of the seven districts of the Reservation.

A particular current concern is the growing incidence of meth labs, which can spring up quickly and move easily from site to site. A neighborhood watch group can do much to discourage such activity as well as to increase likelihood that it will be reported.

Watch groups can be organized by the creation of an initial steering committee, which will appoint an interim director for the program. The committee will recruit representatives in each appropriate neighborhoods of each district. They, in turn, will recruit members to serve on the local watch groups. Once a group is established, it will hold local meetings to develop watch and reporting practices. Normally, this would involve the local group leader reporting to the program leader, who would pursue the necessary action for remediation.

Such a system would be highly informal and would be composed entirely of voluntary members who would serve out of interest in maintaining a functional community. Some means must be found to reimburse organizational leaders for travel and incidental expenses. Possibly District budgets could assist in providing some support.

Social Issues
Community Justice and Rehab Center

Resources:

National Crime Prevention Council
Neighborhood Watch
1000 Connecticut Avenue
Washington DC 20036
(202) 466-6272

SD Department of Social Services
500 East Capitol
Pierre, SD 57501
(605) 773- 3165

Tribal Police
PO Box 509
Agency Village, SD
(605) 698-7661

SD Highway Patrol
118 West Capitol
Pierre, SD 57501
(605) 773- 3105

Sisseton Police Headquarters
514 Veterans Avenue
Sisseton, SD 57262
(605) 698-3932

SUB THEME: Community Justice and Rehab Center

Challenge: The community expressed dissatisfaction with the current justice system. Some of the concerns include antiquated processes for rehabilitating offenders, discriminatory sentencing practices, lack of crime intervention programs/services (especially for youth and families) and cross-jurisdictional problems.

Recommendations: Consolidation of law enforcement and rehabilitation services in one location by constructing a Community Justice and Rehabilitation Center will promote rehabilitation standards and policies that better reflect tribal values and culture as well as help insure that laws are enforced in a consistent/non-discriminatory manner. This facility would also house intervention programs designed to assist youth and families in crises. The community should continue to actively pursue this project by finalizing the design and pursuing capital to complete the estimated \$38,000,000 project, perhaps in phases.

Social Issues

Community Justice and Rehab Center

I would recommend contacting the Office of Tribal Justice in the Department of Justice where tribes can access information and funding opportunities tailored specifically to tribal communities. I would also recommend considering use of the Department of Housing and Urban Development's competitive Indian Community Development Block Grant program. These grants can be used to develop public facilities. Another option may be the United States Department of Agriculture's Rural Development Guaranteed & Direct Community Facility loan program. Finally, an often overlooked source of capital for community development projects is the Department of Commerce's Economic Development Administration. Information regarding these resources can be accessed at <http://www.eda.gov>.

The resources section below provides contact information for the Reclaiming Futures Model. The national office is based in Portland, but there is a contact in Rosebud regarding the program as it has been implemented there. The Reclaiming Futures Model is a performance-based, "system of care" model for helping communities to improve their approaches for working with youth involved in the juvenile justice and substance abuse treatment systems. The model is a tool to help communities stitch together the efforts of courts, service providers, community organizations, and individual volunteers as they cooperate to identify and intervene with justice-involved youth with substance abuse problems.

The Reclaiming Futures Model is much more than a new perspective on juvenile justice or drug treatment. It asks the juvenile justice and treatment systems to open their doors to volunteers and community groups that are available to help reclaim youth by providing them with professional services where needed, but also by engaging them in opportunities and community supports.

Resources:

Tracy Toulou
Director
Office of Tribal Justice
Department of Justice
(202) 514-8812
OTJ@usdoj.gov
<http://www.tribaljusticeandsafety.gov/funding.htm>

Lori Roget
Team Leader
Grants Management Division
Northern Plains Office of Native American Programs
1670 Broadway, 22nd Floor
Denver, CO 80202
(303) 672-5175
lori.l.roget@hud.gov

Social Issues

Daycare

Resources: Continued

Janell Telin, Rural Development Manager
USDA Rural Development
524 Enterprise Street, South Suite 100
Aberdeen, SD 57401
(605) 226-3360
janell.telin@sd.usda.gov

Reclaiming Futures
National Program Office
Portland State University
527 SW Hall, Suite 400
Portland OR 97201
503.725.8911
503.725.8915 (Fax)
<http://www.reclaimingfutures.org/>

Reclaiming Futures—Rosebud Reservation
Marlies White Hat, Program Director
Sicangu Policy Institute
PO Box 557
Mission, SD 57555
Phone: 605-856-8203

SUB THEME: Daycare

Challenge: Many of the listening sessions identified daycare as a great need for the Sisseton Wahpeton Oyate. The Lake Traverse Reservation covers a large area and there are great distances between homes and jobs (like the Dakota Magic and Dakota Sioux casinos). There is also the challenge of daycare hours not matching the work schedules, especially with the casinos open 24 hours. In addition, there is a shortage of trained and qualified employees to work as daycare providers. There is also a need for continuity of programs to provide a continuum of services as a child grows and gets too old for some programs.

Recommendation: The first step in resolving this issue is to identify the specific needs and locations where daycare services are most lacking. The Head Start program and current daycare providers may assist in identifying the needs. Each district could undertake a community survey, and the major employers of tribal members should also be targeted in a survey. Important questions to have answered can include:

- How many families (including number of children and ages) need daycare?
- How many hours a week is daycare needed, including evenings or weekends?

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Daycare

- Where are daycare services currently located, and what new location(s) would help meet the current need?
- Is the lack of daycare keeping people from working outside the home?
- Is financial assistance needed in paying for daycare?
- What training resources are currently available for daycare providers, and what additional training is needed?

Once the needs are identified, then you can decide how those needs will be met. Perhaps one or more of the current daycare providers would be willing to offer part-time or non-traditional hours, if it's economically feasible. For evening and weekend hours perhaps the youth or elders in the community could assist. It would be important to determine the number of youth and elders interested. Involving these other groups could also help enhance cultural preservation with the elders sharing culturally relevant practices and traditions while working with the youth to provide daycare and provide jobs. Coordination among the Head Start program and any school based after-school programs could also involve youth and provide some training for youth interested in learning daycare skills.

If the number of daycare slots needed at the casino locations is great enough, the Dakota Nation Gaming Enterprises could be engaged to incorporate daycare services at their casino locations. Separate facilities at those locations (or at other locations across the reservation) could be provided using the Governor's House program. Once daycare needs are determined, the DNGE and other tribal representatives should be engaged to help determine whether the gaming corporation or a separate tribal or non-tribal entity should establish any new facilities and provide the service. Current daycare providers should also be included in the discussion to determine whether one of them wants to coordinate with the gaming enterprises to expand daycare services.

There are many requirements for establishing licensed daycare facilities. The Small Business Development Center in Aberdeen may be able to help prepare a business plan and feasibility study for new facilities. The state of South Dakota requires that all daycares be licensed before they start operations. The building itself must also meet certain codes. If a new facility is planned the state's Department of Social Services may be able to provide a start up packet that includes the step by step process in starting a daycare and all laws and regulations needed for South Dakota.

Training programs could be coordinated through the Sisseton Wahpeton Community College, which offers an Associate of Arts degree in Early Childhood Development. Less rigorous training could be incorporated into the high school curriculum. Again, current providers could be called upon to identify the critical training needs and to identify where they received their training. Financial assistance may be necessary, and could also provide an incentive to attract people to the field of study. The Tribe or Gaming Enterprises could be approached for possible scholarship funding. Other financial incentives should be explored, including some type of tuition reimbursement or forgiveness if those who successfully complete specified training stay on the Lake Traverse Reservation and provide daycare services for a set amount of time.

Social Issues

Daycare

Some possible sources of assistance:

The South Dakota Department of Social Services - Child Care Services may provide: Funding and technical assistance for Out-of-School Time programs; Child care facility development in response to local community needs; Health & safety continuous grant funding cycle to help child care programs meet licensing requirements; Direct child care assistance payments for qualifying families; Training and education; Licensing and registration of child care programs. Website: <http://dss.sd.gov/childcare/>

First Children's Finance - provides loans and technical assistance for child care and early education providers. Loans may be used to expand or start child care and early education; businesses - in homes, centers and schools; improve the quality of facilities - new buildings, additions, remodeling and upgrades; purchase supplies and equipment - toys, computers, playgrounds, child-friendly furnishings; fulfill licensing requirements - egress windows, fences, bathrooms; Help manage cash flow; Strengthen and grow child care businesses. Website: <http://www.dcc-corner.com/>

The National Child Care Information Center (NCCIC) provides comprehensive information on fundraising, financing from Federal Funding sources, National organizations with child care funding information, and foundation and private funding. Their website is: <http://nccic.acf.hhs.gov/poptopics/funding-opportunities.html>

USDA Rural Development's Community Facilities program provides low-interest loans to non-profit or City governments to build, enlarge, or remodel daycare facilities. The website is: <http://rurdev.usda.gov>. or call the Aberdeen office at 605/226-3360.

South Dakota Housing Development Authority markets small, ranch style homes, "Governor's house," which can easily be converted to a daycare. Their website is: www.sdhda.org or call Paul Kostboth, Director of the Governor's House program at 605-773-2466.

Resources:

South Dakota Department of Social Services-Child Care Services
Technical Assistance, Funding, Licensing and Education
Out of School Time Programs
Rosemary Hayward, Program Specialist
700 Governors Drive
Pierre, SD 57501
605-773-4766
<http://www.state.sd.us/social/CCS/CCShome.htm>

Social Issues

Daycare

Resources: Continued

South Dakota Department of Social Services-Aberdeen office
422 S. Washington
PO Box 1300
Aberdeen, SD 57402-1300
1-866-239-8855

South Dakota Department of Education-Child and Adult Nutrition
Child Care Food Programs, Funding
Melissa Halling, Education Program Specialist
700 Governors Drive
Pierre, SD 57501
605-773-3566
<http://doe.sd.gov/oess/cans/index.asp>

National Child Care Information Center
U.S. Department of Health and Human Services
Administration for Children and Families
243 Church Street, NW 2nd Floor
Vienna, Virginia 22180
800-616-2242
<http://nccic.org/>
<http://nccic.org/poptopics/starting.html>

Small Business Development Center
416 Production St. N
Aberdeen, SD 57401
605-626-2565

Sisseton Wahpeton Community College
BIA Road 700; Agency Village, SD 57262
Mailing address: Agency Village Box 689, Sisseton, SD 57262
605-698-3966
<http://www.swc.tc/>

For Financing the Facility:

South Dakota Housing Development Authority
Governor's House Daycare Program
http://www.sdhda.org/Homebuyer/gh_daycare.htm

Social Issues

Daycare

Resources: Continued

For a Governor's House in northeast SD, contact:

Jim Becker

NESDEC/NESDCAP

414 3rd Ave E

Sisseton, SD 57262

605-698-7654

USDA Rural Development

1707 4th Ave SE

Aberdeen, SD 57201

605-226-3360

www.rurdev.usda.gov/sd

HOUSING & INFRASTRUCTURE

SUB THEME: Affordable Housing Development – Rental and Homeownership

Challenge: Up to 500 additional units are needed to fully satisfy current demands for affordable housing. The lack of available housing has resulted in over crowded living conditions for many low-income families as well as increased homelessness. The physical condition of the current housing stock, including site infrastructure, continues to deteriorate as this housing stock ages. There is a need for transitional housing and housing located closer to employment, especially near the outlying casinos. There is a need for homeownership and rental housing for both low and moderate-income families.

Recommendations: Continue to support the work being done by the Sisseton-Wahpeton Housing Authority and the Dakota Nation Housing Development Corporation. Continue to utilize Youth Build workers for development of affordable housing on the Lake Traverse Reservation. This lowers costs and provides tribal youth with valuable skills in the construction trades. The tribe may also want to contract for a current market study and housing needs assessment to determine the actual number of housing units needed, where the units are needed, and what type of units are needed (e.g., subsidized rental units, market rate rental units, transitional housing, homeownership units). When the need is quantified, all tribal entities and organizations interested in housing should come together to create a master plan for addressing those housing needs. The Sisseton Wahpeton Housing Authority should be engaged to incorporate details of the annual Indian Housing Plan that they prepare annually. Other options for the provision of low-income housing include:

- Using Federal Low-Income Housing Tax Credits to construct and/or rehabilitate affordable housing;
- Applying for funds under the Department of Housing and Urban Development’s Indian Community Development Block Grant (ICDBG) program to purchase land for new housing development, conduct housing rehabilitation, develop or repair infrastructure, or, under certain conditions, develop new housing units;
- Continue using programs offered by the United States Department of Agriculture/ Rural Development to construct and/or rehabilitate affordable housing;
- Using the Governor’s Home program or HOME funds allocated through the South Dakota Housing Development Authority (SDHDA);
- Tapping into grants and loans made available through financial institutions such as the Federal Home Loan Bank of Des Moines;

Housing and Infrastructure

Affordable Housing, Rental and Homeownership

- Applying for the Department of Housing and Urban Development's Rural Housing and Economic Development Program.
- Continue to coordinate with Northeast South Dakota Community Action Program (NESDCAP) to access additional housing resources

A few years ago, the Northern Plains Office of Native American Programs established an Over-Crowded Housing Task Force that meets regularly to discuss strategies and develop action plans to address over-crowded housing conditions in Indian areas within the Northern Plains region. The Sisseton-Wahpeton Housing Authority should consider joining this task force. Also, the Bureau of Indian Affairs recently announced a program to distribute approximately 2000 excess Federal Emergency Management Agency mobile homes to Indian Tribes throughout the United States. The Sisseton Wahpeton Housing Authority has been involved in discussions regarding these mobile homes and should continue to assess the feasibility of using some of these units to meet the tribe's housing needs.

For moderate-income families seeking homeownership opportunities on restricted lands, we recommend increased use of the Department of Housing and Urban Development's Section 184 Loan Guarantee Program. This program can be used by Native Americans of any income level to purchase homes in designated areas of South Dakota. Income eligibility restrictions do not apply unless families are receiving other assistance that include such requirements. The advantage of using the Section 184 Loan Guarantee Program includes lower down-payment requirements, no mortgage insurance premiums and lower qualification standards than are commonly used for standard mortgage financing. USDA/Rural Development's 502 loan program is also available for home purchase on tribal trust land at below market interest rates.

For rehabilitation or renovation of existing homeownership units, Northeast South Dakota Community Action Program (NESDCAP) administers HOME funds from SDHDA and Affordable Housing Partnership (AHP) program funds from the Federal Home Loan Bank of Des Moines. NESDCAP also administers USDA/RD housing preservation grants, and provides weatherization funds.

Interlakes Community Action (ICAP) is administering a self-built homes project where qualified low to moderate income participants will help build their own and several other homes on the Lake Traverse Reservation. The participants will purchase the homes they build. Financial literacy and homebuyer education training is required, and is available through ICAP. Additional financial literacy and homebuyer education training is available from NESDCAP in Sisseton, under a Rural Community Development Initiative sub-grantee agreement with the Dakota Nation Housing Development Authority, from Homes Are Possible, Inc. in Aberdeen, or from designated homebuyer education providers that are a part of SDHDA's Homebuyer Education Resource Organization (HERO) program. Down payment assistance is available through the Sisseton Wahpeton Housing Authority's Homebuyer Programs. The Federal Home Loan Bank system may also have down payment assistance funding available through its Affordable Housing Partnership (AHP) program.

Housing and Infrastructure
Affordable Housing, Rental and Homeownership

Opportunities for market rate conventional financing for home ownership are available through local lenders who can originate loans on tribal trust land for sale to Fannie Mae in the secondary market. Qualified borrowers would have access to a wide variety of loan products available in the conventional market. The tribal government would go through a review process where its constitution, bylaws and codes regarding mortgages and foreclosures, and any standard lease forms would be reviewed to determine compatibility with secondary market standards. Once a review is complete, the tribal government would enter into an agreement with Fannie Mae which ensures that Fannie Mae and the lender will be authorized to enforce mortgage related document on trust or restricted lands.

The tribe should consider creating some type of road map, central resource repository, or designating one entity to serve as a “guide” for people interested in home ownership opportunities. Coordination among the many entities involved (Realty, Roads, LTUC, Planning, the BIA, lenders) is necessary to help potential homebuyers through the complicated process of steps it takes to build or purchase a home on tribal trust land. A person or entity with the knowledge of the system and the ability to guide potential purchasers through the process would be a great asset.

Resources:

Sisseton Wahpeton Housing Authority
918 8th Ave. East
P. O. Box 687
Sisseton, SD 57262
LeRoy Quinn, Executive Director
605-698-7415
Dustin Kirk, Director of Homeownership Programs

South Dakota Housing Development Authority
P.O. Box 1237
221 S. Central Avenue
Pierre, SD 57501-1237
(605) 773-3181
(605) 773-5157
www.sdhda.org

Homeownership Education Resource Organization (HERO)
PO Box 1237
Pierre, SD 57501
www.sdhomebuyer.org

Housing and Infrastructure
Affordable Housing, Rental and Homeownership

Resources: Continued

Edward Vaughan
Native American Programs Specialist
Northern Plains Office of Native American Programs
1670 Broadway, 22nd Floor
Denver, CO 80202
(605) 672-5179
edward.r.vaughan@hud.gov

Lori Roget
Team Leader
Grants Management Division
Northern Plains Office of Native American Programs
1670 Broadway, 22nd Floor
Denver, CO 80202
(303) 672-5175
lori.l.roget@hud.gov

Sheryl Miller
Director
South Dakota HUD Field Office
2400 West 49th Street, Suite I-201
Sioux Falls, SD 57105
(605) 330-4223
www.hud.gov/local/sd/working/localoffices.cfm

Housing Assistance Council
1025 Vermont Ave. N.W., Suite 606
Washington, DC 20005
(202) 842-8600
(202) 347-3441
<http://www.ruralhome.org/pubs/development/funding/combiningfunding.htm>

USDA Rural Development Office
1707 4th Ave SE
Aberdeen, SD 57201
605-226-3360

Federal Home Loan Bank
907 Walnut Street
Des Moines, IA 50309
(800) 544-3452
www.fhlbdm.com

Housing and Infrastructure
Affordable Housing, Rental and Homeownership

Resources: Continued

Fannie Mae
South Dakota Community Business Center
101 N. Main, Suite 309
Sioux Falls, SD 57104
(605) 782-2540
www.efanniemae.com

Homes are Possible, Inc. (HAPI)
Jeff Mitchell, Executive Director
P.O. Box 1972
Aberdeen, SD 57402
(605) 225-4274
www.homesarepossible.org

NESDEC/NESDCAP
Marcia Erickson or Lori Moen
414 3rd Ave E
Sisseton, SD 57262
605-698-7654
Fax 605-698-3038
www.nesdcap.org

Interlakes Community Action
P. O. Box 268
Madison, SD 57042
605-256-6518
or
Terri Brooks
205 East Oak Street 121A
Sisseton SD 57262
Self Build Housing Coordinator/Manager
605-698-7993
or
Angeline Johnson
205 East Oak Street 121B
Sisseton SD 57262
Single Family Housing Advisor/Counselor
605-698-7707

Housing and Infrastructure

Assisted Living Facility

SUB THEME: Assisted Living

Challenge: The community expressed a need for one or more assisted living facilities to accommodate the housing needs of its elderly population. The community also expressed a need to provide assisted living facilities for persons with mental or physical disabilities.

Recommendations: The community would be wise to undertake a comprehensive needs assessment prior to undertaking any Assisted Living project development. It is critical to determine the number and type of units needed and where those units are needed. Such a study is often required as part of an application for financing from many sources. While Assisted Living Facilities provide a valuable service, a community should approach them with some degree of caution – mostly from a fiscal standpoint. Operators of such facilities in other communities suggest that they are extremely difficult to operate financially. With the government leaning more heavily toward in-home care, it has been difficult to keep these facilities full and most of them need to be at or near capacity in order to be financially sustainable. This is not to say that you should not pursue an Assisted Living Facility, but the experiences of other facilities should play into your strategy. Many facilities have worked to integrate or coordinate services with a hospital and/or a more comprehensive nursing facility.

In addition, Assisted Living Centers are licensed by the state to provide personal care and services beyond basic food, shelter, and laundry to seniors. Assisted Living Centers may admit and retain only those who do not require more than intermittent nursing care by a licensed nurse. Licensure may include special approvals to include: 1) medication administrations, 2) care of the cognitively impaired, 3) care of the physically impaired, 4) oxygen administration, and 5) therapeutic diets (a posted license indicates which approvals are granted). Assisted Living Centers may provide home health agency services for short term skilled services for a specific medical reason.

Resources Available through the Department of Housing and Urban Development (HUD):

- Section 202 Supportive Housing for the Elderly This program is designed to enable very low-income elderly persons, including the frail elderly (age 62 or older) to live independently by increasing the supply of rental housing with supportive services. This program provides interest-free capital advances to private nonprofit organizations to construct, rehabilitate, or acquire rental housing with supportive services for the very low-income elderly. The capital advance remains interest-free and does not need to be repaid as long as the housing remains available to very low-income elderly persons for at least 40 years. The program also provides rental assistance for project residents. Residents pay no more than 30 percent of their adjusted gross income in rent while the project

Housing and Infrastructure

Assisted Living Facility

rental assistance covers the difference between the monthly-approved operating costs and the rent received from the tenants.

- Assisted Living Conversion Program for Eligible Multifamily Projects Assisted Living Facilities are designed to accommodate frail elderly persons and persons with disabilities who can live independently but need assistance with daily living activities. This program provides grant funds to private nonprofit owners of Section 202 housing projects; Section 515/8 USDA Rural Development housing projects; Section 221(d)(3) projects; and Section 236 projects that are designated primarily for occupancy by the elderly and have been in occupancy for at least five years. Grant funds are used to cover the costs of the physical conversion of existing units, common space and office space to assisted living. The grant requires that the project remain available to low and very-low income residents for 20 years beyond the term of the original mortgage.
- Section 811 Supportive Housing for Persons with Disabilities This program is designed to enable very low-income persons with disabilities (physical, developmental or chronic mental illness) to live independently by increasing the supply of rental housing that includes supportive services. The program provides interest-free capital advances to nonprofit organizations to construct, rehabilitate or acquire rental housing that includes supportive services for very low-income persons with disabilities who are at least 18 years old. The advance remains interest-free and does not need to be repaid as long as the housing remains available for very low-income persons with disabilities for at least 40 years. The program also provides rental assistance for project residents. Residents pay no more than 30 percent of their adjusted gross income in rent and the project rental assistance covers the difference between the monthly-approved operating cost and the rent received from the tenant.
- Service Coordinators in Multi-Family Housing This program provides funds to hire service coordinators for owners of multi-family assisted housing developments designed for occupancy by the elderly and non-elderly persons with disabilities.

In addition to the programs described above, funding to develop assisted living or congregate housing projects may be available through the United States Department of Agriculture's community facility programs as well as through the Department of Housing and Urban Development's Indian Community Development Block Grant program or Rural Housing and Economic Development program. The publication "Connecting with Communities: A User's Guide to HUD Programs and the 2007 SuperNOFA Process" is available online at www.hud.gov/grants.

Housing and Infrastructure

Streets

Resources:

Sheryl Miller
Director
South Dakota HUD Field Office
2400 West 49th Street, Suite I-201
Sioux Falls, SD 57105
(605) 330-4223
www.hud.gov/local/sd/working/localoffices.cfm

Lori Roget
Team Leader
Grants Management Division
Northern Plains Office of Native American Programs
1670 Broadway, 22nd Floor
Denver, CO 80202
(303) 672-5175
lori.l.roget@hud.gov

USDA Rural Development Office
1707 4th Ave SE
Aberdeen, SD 57201
605-226-3360

South Dakota Department of Health
Licensure and Certification
615 E 4th St
Pierre, SD 57501-1700
605-773-3356
www.state.sd.us/doh/Facility

SUB THEME: Streets

Challenge: The need for repair and replacement of streets. Below is a list of resources available generally for street improvements.

Recommendation: Infrastructure projects don't happen overnight, they often take many years to complete and many hours of planning. The best tool for this process is planning for such improvements as part of your Capital Improvement Program (CIP). A CIP works hand-in-hand with achieving your community's infrastructure goals and is covered under the Theme Vision and Planning.

Housing and Infrastructure

Streets

Street improvements can be financed in a number of ways including:

- a) USDA-Rural Development's Community Facility loan program
- b) A city special assessment process
- c) General city tax dollars
- d) General obligation bonds issued by the city
- e) Sales tax revenue bonds
- f) Rural Electric loan funds (REED)
- g) SD Department of Transportation Grant funds (Industrial Park, Agri-Business, and Community Access Grants),
- h) HUD CDBG of ICDBG

The City may use several sources to complete street projects, depending on the location of the project and the source of funds available. Each program may have some different requirements about how and where the money may be used. For example, USDA Rural Development Community Facility Loan/Grant Programs are available to assist with the construction of streets, but will need to be backed by a revenue source (sales tax) and/or general obligation bonds (general tax dollars). General obligation bonds will require an election.

Grant funds for building and reconstructing streets is very limited and focused to specific areas in the community. The primary resource for road construction grants is the SD Department of Transportation or SDDOT. The three primary grant programs administered by SDDOT include the industrial park grant program, agri-business grant program, and the community access grant program.

Industrial Park Road Grants

- Primarily for building new roads in industrial parks when a known business is preparing to move in or expand.
- Commitment by a business to begin construction on their facility within six months of date of grant approval; or evidence that the new construction has taken place within the last year.
- No Application Deadline
- Eligible applicants are units of government
- There is 20% local cash match required for construction costs if the project is located within an industrial park or 40% for a road leading to or running adjacent to an industrial park.
- The unit of government also agrees to operate and maintain the road for its useful life.
- Minimum capital investment of at least five times the required state participation costs
- Five new jobs will be created by the industry.
- Land in industrial park must be zoned Industrial.
- Land in the industrial park must be owned by the government, industry, or an industrial development corporation.

Housing and Infrastructure

Streets

Agri-Business Access Grants - Requirements are similar to the industrial road grant program, except there is a 40% local match required on all construction costs and the road must serve as the primary access to an agricultural production or service business. There is no deadline for submitting applications.

Community Access Grant Program

- Available to units of governments with populations less than 5,000 in population.
- The purpose is to enhance existing roads to downtown areas or for roads leading to schools, hospitals, grain terminals, or other significant traffic generating features of a community.
- Grant may not exceed \$400,000 and a local match of 40% of the construction costs is required.
- Applications usually are accepted once a year around August 1.

Some communities will redo streets and curb/gutter in small increments over time. For example, they may do three to eight blocks per summer, depending on what their budgets allow, with new streets, curb and gutter. The way that this is paid for or assessed is up to the city. One option is to have the city pay the cost of the street improvements and assess property owners for the cost of curb and gutter.

It is highly recommended that before street improvements are started that all water, sewer, and storm sewer improvements have been undertaken to ensure that the street does not have to be dug up again in order to complete other infrastructure improvements later on.

The Community Development Block Grant is another potential option for financing road improvements, particularly as it may relate to building access to a new or expanding business. Certain income qualification would apply in order to meet eligibility requirements for this program.

Contact the First District Association of Local Governments for more information on the grant and loan programs detailed in this recommendation.

Resources:

South Dakota Department of Transportation
700 E. Broadway Ave. Becker-Hansen Building
Pierre, SD 57501
Phone: 605-773-3265
Website: www.sddot.com

Infrastructure
Emergency Sirens

Resources: Continued

USDA Rural Development
Aberdeen Field Office
605.226.3360
Janell Telin, Rural Development Manager
janell.telin@sd.usda.gov
www.rurdev.usda.gov/sd

HUD CDBG funds
Governors Office of Economic Development – GOED
711 East Wells Ave
Pierre, SD 57501
Phone: 605-773-5032 or 800-872-6190
Fax: 605-773-3256
www.state.sd.us/goed

First District Association of Local Governments
PO Box 1207
Watertown, SD 57201-6207
Phone: 605-882-5115
Fax: 605-882-5049
greg@1stdistrict.org
ted@1stdistrict.org

Rural Electric Economic Development
East River Electric Cooperative
PO Box 227
Madison SD 57042
605-256-4536

SUB THEME: Emergency Siren

Challenge: Community lacks any kind of early warning system for severe weather.

Recommendation: Essential community facilities can be funded by USDA - Rural Development. The Guaranteed & Direct Community Facility loan program can be used to construct, enlarge, or improve community facilities for health care, public safety and public services.

VISION & PLANNING

Emergency Siren

Resources:

USDA Rural Development
Aberdeen Field Office
605.226.3360
Janell Telin, Rural Development Manager
janell.telin@sd.usda.gov
www.rurdev.usda.gov/sd

USDA Rural Development
810 Jensen Ave, Suite 2
Watertown, SD 57201
605-886-8202
1707 4th Ave SE
Aberdeen, SD 57201
605-226-3360

SD Community Foundation
Box 296
Pierre, SD 57501
605-224-1025
www.sdcommunityfoundation.org

Federal Emergency Management Agency
Publication: "Funding Alternatives for Fire and Emergency Services"
Download a copy at <http://usfa.fema.gov/downloads/pdf/publications/fa-141.pdf>
Or request a hard copy at <http://www.usfa.fema.gov/grants/fedguide/funding.shtm>

Governors Office of Economic Development (GOED)
Community Development Block Grant
Steve Harding / Norm Lingle
711 E. Wells Ave.
Pierre, SD 57501
605-773-5032
goedinfo@state.sd.us
www.sdgreatprofits.com

YOUTH

SUB THEME: Family Activities

Challenge: At several of the sessions, there was general concern over lack of parental involvement.

Recommendations: Establishing activities that include the whole family would benefit the community. Family nights can be coordinated between the youth serving organizations. In Rosebud, Reclaiming Futures and Diabetes Prevention co-host family nights with other organizations such as Alcohol Prevention and the Boys and Girls Club and provide activities for all ages that include three-point contests, archery, hand games and fun walks. Reclaiming Futures in Rosebud also provides workshops for parents on making traditional dance outfits for their kids, learning about traditional plants, making star quilts and traditional parenting.

The Tribe could partner with SWCC to provide workshops in the community on Dakota kinship, traditional parenting, and Dakota song and dance. Through the Head Start program, SWCC could also provide financial education classes for families and financial planning for college.

Resources:

ACF through ANA supports and fosters strong Native American families and healthy communities under three initiatives: (1) projects that support rural communities; (2) projects that provide prevention and intervention programs for youth and families; and (3) projects that promote healthy relationships to strengthen families in concert with ACF's goals and objectives. Eligible community- and faith-based organizations are invited to submit applications that provide services directly to Native American people.

Adm. for Children and Families
1961 Stout Street, Office 926
Denver, Colorado 80294-3538
Phone: 303-844-3100
Fax: 303-844-1188
<http://www.acf.hhs.gov/programs>

Youth
Mentoring and Internships

Resources: Continued

The National Mentoring Partnership is a resource for mentors and mentoring initiatives nationwide. They also provide resources to establish mentoring programs.

MENTOR/National Mentoring Partnership
1600 Duke Street, Suite 300
Alexandria, VA 22314
Phone: 703-224-2200
<http://www.mentoring.org/>

SUB THEME: Mentoring and Internships
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Challenge: How can the Sisseton-Wahpeton Oyate develop mentoring and internship programs for youth that will build life skills and work experience?

Recommendation: This is one of the biggest challenges in rural America. We lack nearly all the essential components needed to mentor our youth and offer internships locally, funding, facilities, energy, and time.

Most of the sessions voiced concern for the lack of constructive youth activities. While many rural communities suffer from the same problems, the Old Agency community has several important components. (1.) A new school, (2) a new exercise & nutrition center, (3) a boys & girls club, and (4) Youth Build. Young people demand our time and attention. If we don't offer either, there are people that will and chances are these people do not have a young person's best interests in mind. I recommend assembling key youth leaders to develop a long term strategy that will help move SWO youth to interact with local and regional communities. Recently, Cheyenne River Sioux Tribe developed a youth center that will eventually incorporate youth business, a technology center, and cultural aspects such as art & music. One of the unique things that is being done there is the center brings in college age people from around the world. These young people have the energy to work with youth and are able to mentor and monitor activity when adults are either at work or don't have the energy to engage their young people. The business center will most likely provide mentorship and or internship programs as young people begin to learn how to operate a business and what employers are looking for in an intern. The arts and music aspects can provide youth with cultural activity and possibly incubate business and performing arts ideas.

Youth
Mentoring and Internships

Resources:

MENTOR/National Mentoring Partnership
1600 Duke Street, Suite 300
Alexandria, VA 22314
Main phone: 703-224-2200
<http://www.mentoring.org/>

Big Brothers/Big Sisters
Of the Sioux Empire
Jolene Groen- Executive Director
Jolene@bbbssd.org
605-334-1632

South Dakota Dept. of Health
Abstinence Education Program
605 773- 3737
<http://www.state.sd.us/doh/Abstinence/>

South Dakota 4-H Foundation
Box 2207E, SDSU
Brookings, SD 57006
Phone: 605-688-4943
Fax: 605-688-4939
<http://sd4hfoundation.org/index.htm>

Christian Association of Youth Mentoring
16 South 9th Street
New Hyde Park, NY 11040
1-877-33mentor (336-3686) toll free
(516)326-4575 phone
(516)326-4576 fax
info@caym.org
<http://www.caym.org/index.html>

North Dakota Suicide Prevention Project
P.O. Box 4106
Bismarck, ND 58502
701 471-7186
<http://www.ndsuicideprevention.org/index.htm>

Youth
Mentoring and Internships

Resources: Continued

MentorYouth.com
12335 World Trade Drive, Suite 16
San Diego, CA
92128
Toll Free: 877-500-MENTOR
<http://www.mentoryouth.com/index.cfm/fuseaction/home.view>

St. Mary's Foundation
800 E. Dakota Avenue
Pierre, SD 57501
(605) 224-3451 phone
(605) 224-3459 fax
<http://www.stmarysfoundation.com/default.aspx?navid=9>

AAPD
1629 K Street NW, Suite 503
Washington, DC 20006
202-457-0046 (V/TTY)
800-840-8844 (Toll Free V/TTY)
<http://www.aapd-dc.org/internships/internship04/congressIT04release.htm>

Youth Internships
<http://www.anthroposophy.org/Internship/index.php>

State of South Dakota
Intern Program
<http://www.state.sd.us/bop/Jobs/Intern/2007/Spring.htm>

Legislative Internship Coordinators Web Page
<http://www.ncsl.org/public/LegInternProg.htm>

Internship Opportunities
http://www.augie.edu/student_serv/career/Internship-Opportunities.html

Youth
Youth Activities

SUB THEME: Youth Activities

- **After School Programs**
- **Cultural Activities**

Challenge: Several comments were made that weren't enough youth activities especially for the older youth or no facilities to provide youth activities after school. The programs that do exist are for the younger kids.

Recommendations: Native youth represent the future of Native communities, and the health and well-being of a community's youth determines the future health and well-being of a community. By investing in youth and giving them a sense of community and tradition, a community ensures that it will have future leaders. Providing youth with activities is important in keeping youth from being influenced by other factors that can be harmful to them such as drugs, alcohol and gangs.

The older youth should be asked what specific types of activities they would like to have. At a few of the sessions, the youth wanted more after school activities, more cultural activities and more recreational activities such as organized sports programs and tournaments. The youth should be involved in developing the activities they want.

The tribe might also facilitate a meeting and establish partnerships with the youth-serving organizations on the reservation. Establishing these kinds of partnerships can help leverage resources to expand services and will also help determine the need and the availability of facilities.

After school programs could include a youth entrepreneurship program that would establish a youth owned and operated business or a program that teaches traditional art and crafts. Native dance troupes, drum groups and hand game teams could be established that teach the traditional meanings of songs, dances and games. It would help revitalize the Dakota culture.

Administration for Native Americans is committed to the wellness of Native children, families and communities. ANA's dedication to community wellness has led to an increased number of projects involving youth and intergenerational activities. Projects that include youth camps, mentoring programs, after-school projects, and conflict-resolution workshops foster healthy relationships and boost youth productivity in Native communities. Intergenerational projects facilitate the passing-on of cultural traditions from elders to youth and instill greater pride and self-worth. To achieve healthy communities, we must have healthy children and families.

Youth
Youth Activities

Resources:

Adm. for Children and Families
1961 Stout Street, Office 926
Denver, Colorado 80294-3538
Phone: 303-844-3100
Fax: 303-844-1188
<http://www.acf.hhs.gov/programs>

First Nations Development Institute
Native Youth and Culture Fund
703 3rd Avenue, Suite B, Longmont, CO 80501
Phone: 303-774-7836
Fax: 303-774-7841
<http://www.firstnations.org/gNativeYouth.asp>

National American Indian Business Leaders
Gallagher Business Building, Suite 366
Missoula, MT 59812
Toll Free: 877-245-AIBL(2425)
Fax: 406-243-2086

Making Cents International
2900 M Street, Suite 200
Washington, DC 20007 USA
Phone: 202-783-4090
Fax: 202-783-4091
Toll Free: 888-771-5089
<http://www.makingcents.com>

Following are resources for establishing organized activities for after school and during the summer. The sports programs can be established in addition and in conjunction with programs already established in school. These sources can provide additional resources for after school programs and summer sports programs.

Boy Scouts of America – <http://www.scouting.org>
Boy Scouts of America prepares young people to make ethical and moral choices over their lifetime by instilling in them the values of the scout oath and law. Leadership training focuses on character development and values.

Boys and Girls Clubs of America – <http://www.bgca.org>
Boys and Girls Clubs of America teach young people the skills they need to succeed in life. The Education and Career programs, for ages 13-18, expands knowledge of money management and teaches skills that lead to financial independence.

Youth
Youth Activities

Resources: Continued

Girl Scouts of America – <http://www.girlscouts.org>

Girl Scouts of America teaches the importance of personal responsibility, the value of goal-setting, teamwork and accomplishment. For girls 11-17, scouting provides an opportunity to practice decision-making skills and how to relate to others with understanding and respect.

4-H - <http://www.4husa.org>

4-H is a community of young people across America who are learning about leadership, citizenship and life skills.

Major League Baseball

Baseball Tomorrow Fund

http://mlb.mlb.com/mlb/official_info/community/btf.jsp?content=grant_recipients

Cal Ripken, Sr. Foundation, Inc.

1427 Clarkview Rd., Suite 100

Baltimore, MD 21209

1.877.RIPKEN1

www.ripkenfoundation.org

PGA of America

100 Avenue of the Champions

Palm Beach Gardens, FL 33418

Ph: (888) 532-6662

<http://www.pgafoundation.com/index.cfm>

Women's Sports Foundation

<http://www.womenssportsfoundation.org/cgi-bin/iowa/funding/featured.html?record=40>

VISION AND PLANNING

SUB THEME: Capital Improvements Planning

Challenge: In many of the listening session, we heard about all of the infrastructure projects that needed to be completed. To aid in the completion and the planning of future project, I would suggest completing a Capital Improvements Plan.

Recommendation: Infrastructure projects don't happen over night. They often take many years and many hours of planning. The best tool for this process is developing a Capital Improvement Program (CIP). A CIP works hand-in-hand with achieving infrastructure goals by mapping out a schedule for the repair and replacement of crucial community facilities and infrastructure.

One of the primary responsibilities of local government officials is to preserve, maintain, and improve a community's stock of buildings, roads, parks, water and sewer facilities, and equipment. Planning for capital improvements is a matter of prudent financial management as well as sound development practice.

Capital Improvement Program (CIP)

A Capital Improvement Program (CIP) for Agency Village would be a community plan for short- and long-range physical development. It is intended to link the community's comprehensive plan and fiscal plan to physical developments, and provide a mechanism for:

- Estimating capital requirements, including the capital needs of Emergency Service providers (Fire & EMS);
- Planning, prioritizing, scheduling, and implementing projects during the next 5 to 10 years ;
- Developing revenue policy for proposed improvements;
- Budgeting high priority projects;
- Inter-fund & Inter-Department coordinating of projects within Agency Village; and
- Informing the public of planned capital improvements.

Critical Components

This policy is intended to be an evolving plan which will facilitate meeting the future capital needs of Agency Village, including public works infrastructure. There are numerous factors that will influence and affect the planning process as the CIP continues to develop and mature over time, including the following list of critical components:

Vision and Planning

Communication / Cooperation / Change

- Forecast Demand for future services and capital facilities, taking into account all applicable demand factors such as population trends, housing units, traffic volume, commercial growth, etc.
- Inventory of Existing Capital Facilities to determine future demands for maintenance, repair, rehabilitation or replacement; and to determine adequacy of existing facilities to meet future needs.
- Funding plans for use of public funds for capital projects. Where use of public debt is planned, cash flow projections over the life of the debt amortization must be calculated, and the impact on future budgets and financial statements must be estimated.
- Commitment, active involvement, and support by the Town's management staff, elected policy makers, community interest groups, and the public.

Agency Village's Planning and Development Council, along with other participants, will need to draw upon a variety of resources in order to institute this policy effectively and efficiently.

Resources

Planning Agency
Sisseton-Wapeton Sioux Tribe
205 East Oak Street
Agency Village, SD 57262
(605) 698-4972

First District Association of Local Governments
PO Box 1207
Watertown, SD 57201-6207
Phone: 605-882-5115
Fax: 605-882-5049
greg@1stdistrict.org
ted@1stdistrict.org

SUB THEME: Communication / Cooperation / Change
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Challenge: All listening sessions with Tribal members suggested the needs for better communication at most levels of community life.

Recommendations : Listening sessions with Tribal members reveal a pervasive feeling of a need for better communication between nearly all elements of the community and with the non-native neighbors outside the reservation. There is a general feeling bordering on helplessness concerning the means to secure information about many facets of reservation life.

Vision and Planning

Communication / Cooperation / Change

There are a number of devices that could be established which would help to mitigate the problem of a perceived lack of communication. Concerning the need for better understanding and cooperation with the city of Sisseton, a representative group from the Reservation and from Sisseton's non-native community should be established as soon as feasible, with directions to conduct meetings open to the public and with an on-going agenda of creating cooperative efforts between the two communities. Further, quarterly meetings of representatives of the Tribe, the City and the County should hold open, public meetings in Sisseton and in Agency Village.

Study should be given to the creation of the office of an Ombudsman, paid by the Tribe, with freedom from direction by Tribal officials. The Ombudsman should be elected by the Tribe at large and hold office for specified periods of time. The Ombudsman would have responsibility for the arrangements and conduct of periodic town meetings.

Regular town meetings should be established in Agency Village, open to all members of the Tribe, where various Tribal offices, in rotation, would report on current happenings, receive questions from the public and participate in open discussions.

An Ombudsman could operate a "petitions service" in which any citizen or group on the Reservation could submit written petitions requesting information, seeking redress of grievances or to make known any concern they may have for the good of the community. The Ombudsman would be responsible to insure that these petitions were delivered to the appropriate parties and that responses ensued.

An Ombudsman might maintain suggestion boxes at a variety of public locations around the Reservation, to receive written requests or observations from any interested person.

Youth Councils and a Council for Elders could be established, with memberships from each of the Reservation Districts. Their purposes would be to provide a forum in which the special concerns of these groups could be heard and recorded and where appropriate, forwarded for action.

Study should be given to the possible establishment of a small, low-power Native American radio station which would broadcast over the Reservation and the immediate region around. It would have as a major responsibility the broadcast of regular news and information from all Tribal offices, as well as important weather notices and necessary warnings. It would cover various public events and provide music and other entertainment based on native culture.

Special efforts need to be made to use the official Tribal newspaper, Sota Iya Ye Yapi. The paper is energetic, well-edited and contains a great deal of information of interest to Tribal members. It seems likely that too few Tribal members are reading the paper, perhaps because of subscription costs or other reasons. Efforts should be made to make copies available to low-income people, by setting up distribution stands in agencies which serve them. The newspaper should aggressively seek to place issues in every

Vision and Planning

Communication / Cooperation / Change

possible home and public place. All tribal offices should be regularly solicited for current news and announcements. Tribal officials should use the paper to explain plans and activities at every opportunity.

In all these efforts, special responsibility rests with the Tribal Council to encourage and give active support on an on-going basis. The Council may need to provide some minimal financial support for some of these efforts. Some portions of the costs may be met by fees and advertising revenues.

Resources:

Roberts County Commission
411 Second Avenue East
Sisseton, SD 57262
(605) 698-7336

City of Sisseton
City Hall
513 Veterans Avenue
Sisseton SD 57262
(605) 698-3391

Sisseton-Wapeton College
Agency Village
Box 689
Agency Village, SD 57262
(605) 698-3966

Journalism Department
South Dakota State University
Brookings, SD 57006
(605) 688-4171

South Dakota Public Broadcasting
Al Nueharth Media Center
University of South Dakota
Vermillion, SD 57069
(605) 6677-5861

Federal Communications Commission
Jonathon Adelstein @ fcc.gov
FCC General Information: fcc info@ fcc. gov
1-888- 225-5322

Vision and Planning
Intra-agency Cooperation

Resources: Continued

Planning Agency
Sisseton-Wapeton Sioux Tribe
205 East Oak Street
Agency Village, SD 57262
(605) 698-4972

Sota Iya Ye Yapi
Box 626
Agency Village, SD 57262
(605) 933- 4452

SUB THEME: Intra-agency Cooperation
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Challenge: Numerous references by Tribal members have been made, suggesting a lack of cooperation between boards, offices and managers within Tribal organizations,

Recommendations: Efforts to insure that all elements within an organization are aware of each other's plans and actions would appear to be the responsibility of the organizational leader or head administrator. That person should be held responsible and should view the process of cooperative effort as a central feature of his management plan. Evidence of a lack of cooperation between elements of an organization should be called to the attention of the administrative leader of that group. If repeated notices to such persons appear to be of little avail, it may be necessary to contact his superiors or even the Tribal Council to request attention to the problem.

It is sometimes the case that administrators or managers need help or instruction to deal with breaches in cooperation within their organization. Administrators may see value in holding classes at the local college on skills in organizational management and cooperative processes. Such classes could be designed specifically for organizational leaders. Attendance at such instructional meetings could be made mandatory if necessary to insure the attendance of persons concerned.

Where such classes are not possible or desirable, there is a vast literature available detailing every aspect of organizational management, for the use of persons in need of help. Advice concerning the sources and selection of such literature can be secured from local college staff and from business schools within the area universities. There are numerous aids available from federal offices that provide assistance to business and social service agencies.

Vision and Planning

Intra-agency Cooperation

Senior managers within the Tribal government may wish to require that their office managers conduct periodic and possibly open meetings, to encourage intra-agency cooperation.

Resources:

Sisseton-Wahpeton Tribal Council
Tribal Headquarters
Veterans Memorial Drive
Agency Village, SD 57262
(605) 698 – 3911

School of Business
North Dakota State University
315 Morrill Hall
Fargo, ND 58105
(701) 231 – 8790

Sisseton-Wahpeton College
Box 689
Agency Village, SD 57262
(605) 598- 3966

LISTENING SESSION RESPONSES

Issues and Challenges

What are the major problems and challenges in SWO?

- Housing-a need for 500 homes for tribal members.
- Youth-used to work with the youth. Nothing except boys and girls club. The teens are not being served. There is nothing for them to do.
- Lack of communication between boards-contributing factor-need financing to expand. Transportation problem-people getting to and from work. Offices between committee's boards and offices not communicating.
- Youth-not enough activities and tend to get into trouble-alcohol is a factor.
- Help in parenting skills-parental involvement
- We are a community within a community and there is no communication. We seem to just exist. Would like to see communities work together.
- Lack of communication.
- Need to work together for development.
- Don't know how to get people to work together. No assistance and negative feedback from the city.
- Accountability-when there is a project for the benefit of the community and it comes to a stop, no one takes responsibility. Accountability for actions of youth. No one is showing them how to behave.
- Trying to build up emergency management department. No money to support the departments. So many programs need to be funded and we don't know which ones should be funded first. Great ideas for programs but after grant money is received there is no further help.
- Have lots of gyms but they are not being utilized. No leadership to get programs started.
- Juvenile issues-tribal laws are out dated. Alcohol is major problem-85% of arrests are alcohol related. Lack of parenting. Lots of parents want to end their rights to raise their own children. Want the tribe to raise them. Sending kids away-we were told to do so by the government.
- Communities face the problem of "you take care of yours and we take care of ours."
- How do we make sure the youth are not falling through the cracks?
- I don't think there should be tribal police. They should all be able to do the same job. Problems with jurisdiction.
- Jurisdiction problems. Meth problems-what is probable cause? Response time to housing incidents. How do we get more funding? City and county cops cannot go into certain areas.
- Gang members-last few months we have had problems. Young people are easily influenced. Law enforcement need to work together. Jurisdictional problems.
- Kids these days, due to lack of parenting, have a sense of emptiness. We need to breakdown the barriers. No connection with youth and parents. Kids are bouncing from program to program. Need to coordinate programs. Want everyone to see the bigger picture.

LISTENING SESSION RESPONSES

Issues and Challenges

- City, county and state utilize “head count” program. After funding is complete we are forgotten. No service programs from Sisseton.
- Communication problem within the tribe itself as well as city, county & state. Legislators toughening up the laws.
- Parents should be held responsible for their own children. Restitution not being made. Gang activity has been limited but seems to be coming back.
- In certain areas, people cannot say too much, because if they have loved ones working in those areas, it affects them. You may have repercussions because of what you say or do if you are not in the good old boy network.
- Not enough oversight over casinos, and too much over tribal businesses.
- Gangs
- Alcoholism
- Alcoholism, kids in gangs
- Marijuana
- Alcohol and marijuana
- Drugs, alcohol and gangs
- Condition of houses, graffiti on houses
- Alcohol
- Ditto
- Gangs, alcohol, drugs, vandalism, kids breaking into places
- Nothing to do
- Drugs, we need to plan on how to change this problem, we need to get the people to move and make the changes we talk about it but we don’t act.
- Community wellness
- People are divided, we need to come together to make decisions. Everyone wants something different,
- Meth is a big problem and parents need to be more involved
- Violence is also an issue the kids don’t respect the elders
- Where are the elderly going to go when they need assisted living
- We need more daycare, we have headstart but they are only there certain days and we need more options
- Infrastructure - we need new office buildings and our housing projects are old and we need to improve on the infrastructure under those buildings, there is no planning for the replacement of these facilities
- No representation from justice system—used by the justice system to build up...put us on reservation like internment camps. Putting people in isolation, you don’t expect those people to make progress. Positive changes for our people came from when our casino went up. This past fall, for the first time, we had a native run for sheriff and he won. The commissioners won’t accept him. They took him off the jail, and put a non-native person in there. The DA always made a name for himself by always prosecuting and giving the harshest sentences.
- They’re putting our elderly center in the wrong site...its being put in high traffic area
- Casinos...our major problems are budget cutting.

LISTENING SESSION RESPONSES

Issues and Challenges

- Elderly and youth. A majority are living on fixed income and need transportation to appointments.
- And our youth are left out.
- Mentally challenged are abused somewhat...they're on fixed income, but they're being abused. They take their money, and kick them out. They're homeless, wandering the street.
- Housing. We had 200+ families without housing. We have 4-5 families living in one house.
- Housing. A lot of young families living with the elders.
- Largest number of elders living in Enemy Swim district. We're trying to run our own kitchen. We serve up to 40 elders. We also have car repair, transportation to medical appointments, utility allowance. When we got our money, all the other districts wanted the same amount of funding, but our district has the most elderly.
- We need more funding. The housing issues, transportation issues in all our districts.
- Housing is a big issue. Trying to develop alternate funding for more housing.
- Lack of a nursing home, a care center, or hospice care.
- Limited income.
- Reaching 70 years and older is an accomplishment. That needs to be celebrated. 65 and older should be priority or they need to give us per capita. We need to create special status for the elder. We as Dakota people have a lot of respect for the elders because they know a lot. We have a saying...wahakata...leave no one behind. Take care of them.
- Housing for the elderly.
- What's going to happen when money runs again and they can't send anyone out with contract health. What's going to happen to those young people.
- Aftercare programs for people coming back from treatment. And the kids coming back from treatment.
- Communication to establish the key points
- Ensure that young children have a stable home, a safe home.
- Youth pregnancy
- No aftercare for returning treatment patients
- Elderly abuse
- Not enough activities for the youth—cultural activities
- Abuse of alcohol and drugs. Impaired driving—our laws have to be in a way that treat the alcohol driving offenses—tribe and state different penalties.
- Need more officers on the police force, need drug detection officers
- Tribal council needs to get more involved in recognizing that we have a drug and alcohol problem
- Impaired driving is a major concern. There are members in our community who think drunk or impaired driving isn't an issue. They think it is a personal choice.
- We need tougher laws that deal specifically with the higher risk drivers or those with two or more DUI offenses within a five year period, or those who drive on a suspended driver's license because of prior DUI.

LISTENING SESSION RESPONSES

Issues and Challenges

- Biggest hurdle are audits within the tribe, it eliminates us in getting grants because of audits.
- Housing
- Every home on this reservation is in fear of threats from children who have twisted the child protection laws. That leaves children not being disciplined.
- Recreation, advocacy/network, housing/home ownership, special status—state regulations do not apply to sovereign nation
- Kids going to court, drug abuse, alcohol
- Housing—we need more homes
- We need an assisted living center—also need a place for the homeless.
- Teen pregnancies—making the young men accountable. The young people have no spiritual guidance. Sweats could help our young people.
- Some kind of help with non-profits such as funding, financial management.
- Injustice in the community
- No way to share, to communicate.
- Issues with the state police—offer culturally relevant training. It's hard to get along with the different police.
- We took the responsibility away from the parents.
- Jurisdiction.
- No role models for the youth, no one to follow. We have a camp for the kids, but then they go back into their environment.
- Teen suicide
- Grandparents taking care of the children. That is where the pain is for the children. The parents aren't involved.
- Treatment services, counseling services for adolescents.
- Alcohol and drug abuse in the youth.
- Our community should concentrate more on underage drinking and take action to prevent it. Work to limit youth access to alcohol by creating awareness.
- We need programs for our youth not just a place for them to hang out. We need to recruit parents/volunteers to get involved.
- Non-profits need training on fundraising and way to generate much needed revenue for operations and projects.
- Lack of jobs
- Getting people to work together—for each organization have their own goals—but to get them to work together
- Lack of youth activities outside of school
- Instability in tribal government—have gone from 2 year terms to 4 year terms
- No diversity in economic development, just draining our casinos
- Lack of knowledge of directors in tribal programs
- Not enough individual tribal business owners, if we don't have businesses then we don't have a tribal economy
- Ditto
- Only four tribal owned women businesses—there's got to be a better way to do business

LISTENING SESSION RESPONSES

Issues and Challenges

- Tribe doesn't promote individual owned business
- Support of private sector, if we don't develop a private sector, we don't have a tribal economy. There's a lack of support of tribal member owned businesses.
- Economic development monies divided among the seven districts, but if you have the largest family and the biggest voice, you get the business loans.
- Tribal owned businesses failing, the only business succeeding are the casinos. There's a need for more diverse economy.
- Artists have to go outside before they can come inside. Tribe needs to promote the tribal arts.
- Ditto.
- An artist—We do not get support from the tribe through economic development fund. You have to be able to market.
- Concerned about native people being artists and crafts people, they're more or less weekend things, and there's pressure on them to buy business license. A majority don't make a living selling crafts, and a lot of them are being scared away from selling their crafts.
- Lack of daycare—one at college, but only for students, and one other that's for certain people in those programs. What about the others? There's no quality daycare.
- Lack of leadership training. Anyone that gets on council should go through mandatory training.
- Need more educated leaders who are in charge of our multi-million dollar corporation.
- Need to draw a line between council and how we do business. Tribe needs to separate themselves
- Infrastructure. If you want a business at your home, and the roads are bad going to your home. How can you do a business when people can't get to your home.
- Technology. No training to do a website or web store. Shipping another factor if you have a mail order business.
- Transportation issues. There are no transportation services.
- Might have the skills such as how to run a back hoe, but don't have the skills to run a business
- A lot of people that want to get out there and start a business, but don't know how
- Saturated markets for our art regionally. No education in the country as a whole so that they can appreciate our art both traditional and contemporary.
- Don't promote art, no art training, no art schools on the plains.
- Not enough family activities/family cultural activities or the facilities to have those activities
- Daycare providers or facilities for them
- Lack of housing for college students
- Lack of childcare for young parents especially
- Lack of quality training for daycare providers
- Parental involvement/parenting classes
- Quality or adequate child care

LISTENING SESSION RESPONSES

Issues and Challenges

- Parents have a problem seeing the difference between daycare from Head Start. We are not a daycare.
- Providing the guidelines for parents and having them take responsibility
- Ditto
- The quality of daycare and the eligibility to get daycare.
- We don't have 24 hour daycare especially for the casino workers
- Cultural aspect—we need to start teaching the language and having the teachers incorporate the language in their curriculum that especially at a young age.
- Teen parents
- Being able to afford to put children in daycare. There's a demand for affordable daycare.
- Our students are struggling with paying for daycare.
- Transportation for our students.
- Parents won't pick up their children when they're suppose to pick them up.
- Employee turn over rate in every program.
- Ditto
- Latch key kids. There's a problem with roaming. No supervision.
- Unsupervised children roaming.
- Lack of parenting skills
- Lack of job skills
- Non-enforcement of policies and procedures.
- Our young children getting involved with gangs, trying to create gangs.
- Meth has entered our community. We need more involvement and controls to deal with that.
- For tribal government employees, it's the pay. Tribal employees aren't getting paid as much as the casino employees. They have to actually go to college and get certified to get \$6.50 an hour
- The way the federal government comes here and goes back on what they say. We need a hospital, but they give us an outpatient clinic.
- Housing. We've got 5-6 families living in one house.
- A gap between the agency and the city of Sisseton. You don't see many native people sitting in on the city council. There's a big gap, and I would like to see that bridge built between the communities.
- Our programs are spread all over the place. It's hard to work in a situation like that.
- Zoning.
- There's not racism here, but then there is some.
- We don't have a fire department.
- One of our major challenges is our tribal relations in Sisseton and with Agency Village. I don't think it will be the City Commissioners, so it will be the people that need to come together. I think we can do it. There are people who want to start working together.

LISTENING SESSION RESPONSES

Issues and Challenges

- There's a huge communication issue between the Native and non-Natives, but I believe there are positive ways to improve relations. The more conflict there is the more behind we get compared to other cities in the state.
- One of the big things is the lack of a relationship. There's also a lack of economic development on the reservation. That's a big factor. If the amount of money that the tribe contributes to the area stayed in the area, we could be more successful instead of our money going off to Watertown.
- Tremendous amount of dollars if we could just work on that staying here.
- Showing all the youth that there are better opportunities out there beyond high school.
- Adults showing the youth that there are different opportunities out there for them.
- Need more things to do with the youth
- Employment opportunity for all employable tribal members—approximately 35% of our work force remain unemployed, and that is unacceptable
- Provision of housing. We have made some progress in regards to housing assistance, we now require a minimum of 350 new housing units, preferably 500 new units of housing.
- Infrastructure and roads/streets. The roads to our housing communities and the streets in our fourteen housing communities have never been repaired. The water and sewer systems for our 14 rental housing communities are now fully depreciated and require replacement.
- Rehabilitation of offenders. Our tribe however has taken a more productive and intelligent approach by developing and approving a Comprehensive Rehabilitation Master Plan for both adult and juvenile offenders.
- Establishing a private sector retailing sector. None of our tribally owned and controlled communities have a commercial area wherein one can find privately owned stores and shops. While it is difficult enough for the corporate tribe itself to secure credit, it is difficult for the individual tribal member to obtain credit so as to buy or construct a store or similar place of business.
- Public office facility. Our public office facilities were constructed over 30 years ago, and we are in need of a new tribal administration building to house our tribal government headquarters and programs.
- Alternative energy development. The technology of wind energy is here...we require greater expertise in the development of these resources.

LISTENING SESSION RESPONSES

Strengths and Assets

What are the major strengths and assets in SWO?

- Lots of money to get things accomplished but no coordination. Casinos
- Code of ethics. Lots of people are willing to get involved. This generation is trying to break the cycle of teaching respect.
- I believe that our community can depend on itself. We are working on seeing the bigger picture. Family is a big strength.
- We are all close and intertwined. This can help in our working together.
- Although a rural community we are in close proximity to larger cities. This area has a lot to offer. Rolling hills, hiking, -tap into these assets
- Ditto
- People that are willing to work in the community for the betterment of the people
- Had to do with people who enjoy life compared with urban life where its push, push, push. I like the life here.
- Close knit community
- One plus is having the tribal school here. It gives the students a place to go. One of the biggest assets is the school, staff
- Traditional values as well as the traditional value of the non-native culture
- Ditto
- Land base, and we don't utilize it, but think the tribe is working on something for the youth and land
- Student drop out rate has gotten better, not where we want it, but it hasn't gotten worse. Have a program to help kids develop alternative plans.
- Great support for Native artists, so much beauty in the people and their work. It's something all of South Dakota likes to see.
- As an educator, sees resilience in people all the way from youth to elderly.
- Lots of persistence in starting businesses and keeping them going.
- "We can do anything—all we have to do is just do it!" We just need to convince tribal leaders to do things.
- Have all level of employees from starting to mid-level to management that know what to do to run businesses, just have problems when they get to management level.
- One of the major strengths and assets is what they've done in NE SD—area would not have prospered without tribal efforts (10th largest employer in state).
- The school—Tiospa Zina
- Sports
- The people
- The view, everybody knows everybody, it's a small community, powwows
- Cultural
- Ditto
- We easily come together.
- Like when that 13 year boy got beat up how everyone came together for that walk for the 13 year boy that got beat up
- Powwows

LISTENING SESSION RESPONSES

Strengths and Assets

- The people
- The school
- Lot of willingness for change.
- Ability for the community to come together.
- Willingness of communities trying to make it work.
- Law enforcement-good working relationship with other law enforcement organizations-tribal, city, state, federal. State is coming around to working with the tribes more. So much potential. We are not even scratching the surface. There is hope. Good economic base. We have a unique body to deal with laws-adopt laws faster-we have more leeway than city or state.
- Community comes together to help with a cause. No division between Indian, white or Hispanic when coming together for a specific cause. Lots of people willing to work together.
- Tribal government has quality managers and directors. Should get together monthly to share thoughts.
- Reaction and involvement of law enforcement.
- Youth gangs. Sisseton Wahpeton Unity Riders formed to recruit people for horseback rides together to get kids away from gang activities.
- There's too much politics getting involved in businesses. Some has to do with sovereignty (tribal owned businesses); creates some tax issues because of where they're located.
- Requirement of getting 3 bids and limiting to business with tribes is limiting their business.
- Not adequate daycare for working parents to cover morning and evening work shifts. Also, not adequate transportation to casino work sites.
- Politics get in the way of doing business.
- Tribal Council brushes aside ideas they don't think can work, so don't support new ideas. Need to support people who have business ideas that make everyone's way of life better.
- Non-Indians don't like to see an Indian "making it." Even some Indians don't like to see other Indians make it
- We employ some many people and our casinos
- We have a lot of people that are involved, people want to move forward
- The potential, the wind blows all the time we could produce wind energy
- The land we have needs to be utilized to its full potential
- We have big ideas and goal that I would like to see work out
- Our youth are staying here
- The coffee is black but its good
- It's an asset. We have a tribal college, but it needs more development to become a four-year college.
- We work together when people know. This would have been great if we could have had it at Enemy Swim because a lot of them don't have transportation.
- We're very fortunate that we have a new tribal school, and the kids are taught Dakota language.

LISTENING SESSION RESPONSES

Strengths and Assets

- We are a unique people. We're Native American, and we'll always feel we have priority to this land. The most critical asset we have is the treaty we still have with the United States. What is being said here, these are the kind of things that were negotiated in those treaties. What we really need is for the state to acknowledge those treaties and the terms in those treaties. Education, that's in the treaty. Funding is being cut in Congress. Many things come in the treaty, and they need to be recognized. As a sovereign nation that is our strength
- Our own people. We have a lot of people being educated here. We have our own schools. We have jobs. We as a people need to focus on helping each other. We have to focus on ourselves and work together on finding resources. Council has to be more on the job instead of on the job. We have to raise our voices.
- The elderly. They go to the schools. They have a lot of a knowledge.
- Individuals. We're all individuals and that's an asset. Families. We all come from tiospayes, and that's a strength. The whole tribal entity is based on family.
- We have the potential and resources to build a strong community, but we need to mend those fences between the native and non-native community.
- Those returning to the reservation are also an asset.
- Young population. Have people willing to put themselves out there.
- We have a strength as Dakota people.
- Our Dakota people are known for being there in times of tragedy. We are there for each other when we need to be.
- We are culturally orientated, and we have respect for our elders.
- The respect of our elders is our strength. They are a great asset. We learn by our mistakes, and that has cost us dearly.
- We are hands-on people, and learn from that. We try to look at our elders for that.
- Simplicity of the people. Strength of the community.
- Three casinos
- Individuals, family.
- Programs, schools, job opportunities, our own tribal laws
- The casinos, but yet the oyate (tribal members) hardly benefit from our monies.
- See children come in and create, record their own songs.
- The support of the community, helping one another in times of tragedy.
- Resource in the people
- Our traditions.
- Everybody has the ability to work together to solve our problems
- We're just good people struggling with same the problems. The community has the compassion to help the community—the tiospaye (extended family).
- The desire for the extended family to stay in the area.
- We take care of each other.
- The potential, we're seeing the beginnings of things starting to happen such as the college, the health care center...the fact that people do stay in the area.
- Economic growth. The opportunity is there.
- Perseverance—with the getting the health care center. First document seen in 1973 with the idea to merge services. It's been a long process.

LISTENING SESSION RESPONSES

Strengths and Assets

- Seeing Native people working at the clinic. Native doctors are an asset to the health community.
- Our young people getting educated and wanting to work in the tribal community. We're not like the other smaller communities in South Dakota. We have people coming back to the community.
- Traditionalism. We know who we are where ever we go.
- Enough people here that could be employed if businesses start up. Tribal workers have a lot of skills because people that hire don't give them the chance to show their skills. Our skilled tribal members aren't being utilized.
- More jobs available.
- Ability to keep going even with all these things happening.
- Our people, our art are major assets of our community,
- Biggest assets we have is the casino money that could be used for working capital, but it isn't being used that way.
- One of the strengths is the people.
- There's a lot of potential, but don't know how to go about doing it.
- There's an appreciation for art in our community.
- Possible for our master artists to teach the arts in the college.
- All the pieces are there to make successful business men and women, we have the land, we have the money, we have place to teach. It's all there, we need to bring it all together.
- Tribal arts program to bring back our arts.
- Head Start in general is a strength. There are things to do for the younger children.
- It's a safe environment. Our children can be out there without worrying about drive-by shootings.
- Our own people. If we can get together and focus on the issues.
- Location of our community. We're close to the interstate. The area is really nice. We have a lot of natural resources.
- We have programs established. We have a lot of resources for young families.
- Our students at the college.
- It's beautiful here. I think it's scary out there.
- Community. If we focus on our issues, it could be better.
- Our tribal council has been really supportive of our children. They have provided money to help expand our playground.
- Natural resources
- Our beauty. We have things going on here, and I'd like to see us be more inviting.
- We need to be more appreciative. We have a lot of strengths and we need more support from the tribal government.
- Meth coalition. We're starting meth awareness in the communities.
- MADD.
- A lot of the people have the abilities to do things. It's hidden talent but it never comes out. We have a sheriff now that's a tribal member.

LISTENING SESSION RESPONSES

Strengths and Assets

- Our strength is in our people. Our people have a lot of talents, and they're becoming more vocal. I think they need to start becoming more involved.
- The economic impact is an asset to the area by providing a lot of jobs, and assistance to the families and neighboring towns.
- Though it's spread out, we have just about everything we need, we have. We have a hospital.
- Everything we have is beautiful like our schools.
- The youth
- Youth build
- Youth build and Boys & Girls Club are both strengths in the community
- Local tribal college, so we don't have to go off somewhere to get an education.
- Our culture is strong and is the backbone of the community. The Tribal leadership is an asset.
- Youthful population. Our greatest strength and asset is our young people, our children, youth and young adults. Despite the hardships and disorders which may afflict us, our young people are not leaving the local reservation community—they are staying here and have begun families themselves. Our young people comprise over 46% of our resident tribal population.
- Increase in the tribal land base. Our tribe corporately own over 33,000 acres of land throughout five counties in South Dakota and two counties in North Dakota. Our plans in land acquisition continue and we aspire to continue the process of adding to our land base.
- Increase in annual non-federal revenues. Today our non-federal revenues are significant and larger than any comparable entity in northeast South Dakota, whether on a daily, weekly, monthly or annual basis.
- Educational opportunities. Our tribally owned educational system while yet in development, nevertheless are significant, as our tribe owns and operates an elementary and secondary school system in newly constructed facilities, as well as its own college, which hopefully will become a four-year institution of higher learning in our local community.
- Established gaming enterprise. Our tribe has invested heavily in gaming enterprises at three locations, utilizing the transportation resource of Interstate 29. Currently, we are weighing seriously an expansion of this enterprise so as to increase both profits and jobs for our people.
- Provision of housing assistance. Our tribe recently established an autonomous housing development corporation and it is hoped that this entity can mature and achieve capacity to invest in housing development more extensively than in the past.
- Rural water. Our tribe has established a relationship with a rural water system provider and provisions of rural water for all of our community now has been established.
- Tribal governmental financial capability. Our tribal governmental organization has been progressing well toward achieving a satisfactory level of financial stability and consistency required for sustained development, particularly with regard to establishment and enforcement of strong internal controls.

LISTENING SESSION RESPONSES

Strengths and Assets

- Indian preference in employment, contracting and Indian employment retention. Our tribal governmental organization, as well as our business entities have established a pattern of preference and upward mobility for members of our tribal work force.
- Local district communities. Our central tribal government has emphasized the importance of developing local community development projects and initiatives. The seven district communities have opted to exercise this option of local self-governance and locally initiated and funded projects.
- Delivery of health and social services, including law enforcement and judicial services. Our tribal governmental organization has invested heavily in increasing the capacity of our service providers in the areas of health care, social services, law enforcement and judicial services
- Financial services. The Sisseton-Wahpeton Federal Credit Union has been operational and successful as a financial service provider for the local and reservation community as a whole.
- Assets in the human resources. We have talented people, knowledgeable of our history and the cultural relevance of who we are.

LISTENING SESSION RESPONSES

Projects

What Projects would you like to see accomplished in SWO In the next two, five, ten, and twenty years?

- More youth activities
- Concentrated effort in dealing with youth
- Planning as a larger community, so we're looking at the health of all the people together
- Ditto
- Same thing, we need to look at helping our kids. We're sending our kids off to get help. It isn't just our youth. We need something local to deal with mental health issues.
- Something to help strengthen the bond between parents and kids. Something to rekindle that family connection.
- After-school programs. I don't think we do too well with secondary students. Doing okay with elementary students
- Middle income housing for working people
- There is a mentoring program through the boys and girls club. The tribes supports, but not the city and county. If both would come together and support there would be more for the kids. Could come together to support financially to have more programs.
- It's about services and making it better for the community. Everybody wants to help our kids—but kids are falling through the cracks—we want those programs to work together, and not worry about guarding their funding. We need an overall agency to oversee those programs.
- Transit—maybe bring those services to the community.
- Incentive at high school—earn while they learn. Help kids save money for college.
- Youth Center-things to keep the youth entertained.
- Cultural museum, adequate daycare center, adequate housing.
- See the tribe grow, economic development-be able do it on our own
- KFC! Social service organization, housing-500 homes in 5 years-see everyone own a home.
- Ditto-More housing
- Road development-roads between the county and the city. Better equipment for the street dept. Infrastructure-never seem to build new.
- Dual diagnosis treatment center that is adequate for the problem.
- Need the individual to have a voice-board or committee that lets every person's voice count. Shelters for people waiting for the shuttle.
- Family oriented things. Build a water park. Something like a "Unity Square"
- Some type of new industry. Make the community attractive for new families. Show the positive things in our community.
- Would like to see social services revamped. If people work for what they get they appreciate it more.
- Would like to see each district be more self sufficient.

LISTENING SESSION RESPONSES

Projects

- Community justice and rehabilitation center. Would keep the youth from falling through the cracks. All programs being housed under one campus setting.
- Equal representation-school board, municipal offices, etc.
- Ditto on Community justice and rehab center. Have community understand how the tribal community works. Educational project to inform the community on the tribal culture.
- Community justice and rehab center. Educate our own people. Pull the community together. Educate the community on alcohol and drugs.
- Facilitate or mediate meeting between tribal, city, and county government.
- Work together to make Community justice and rehab center come together.
- Mediation to confront problems. If enough people want change then they will have to listen to us.
- More check points for DUI arrests.
- Mentoring program.
- Tribal, city and county quarterly meetings.
- Would like to see what goes on in larger communities. Sharing information.
- Native American youth are dropping out of school. Would like to know why? An assessment on why they are dropping out.
- Law enforcement to work more closely together. Work hand in hand.
- Break down barriers, communicate
- Ditto
- Bring back police reserve. Volunteer program.
- Improved communication with the city of Sisseton. With the amount of assets both have, they could accomplish a lot if cooperate.
- A tourism office.
- Neighborhood Watch Program.
- Grants, supplanting services, where do elders go. Need a consistency in government that supports programs all throughout.
- Reconciliation effort to help children feel better about themselves—not building a youth detention center just to lock kids up.
- Get rid of nepotism in offices, get rid of bullies in offices.
- Three casinos to equalize pay levels, uniformity among casinos.
- Renovate and clean up the Connection Casino.
- Tribal Business Council to work with tribal businesses, and it should be separate from the Tribal Council.
- Capitalize on NE area of SD by promoting cooperation between non-Indian and Indian businesses. Need a project to capitalize on that cooperation.
- Link all casinos together to promote tourism packages, and bring in non-Indian businesses to support those packages.
- Need a financial planner to serve the Native community, beyond relying on Tribal Council and executives. Hire the correct people with expertise in these areas instead of having elected officials responsible for those positions.

LISTENING SESSION RESPONSES

Projects

- Cooperative and coordinated effort to match businesses with like businesses for community education, mentor projects (business from Sioux Falls or Watertown with tribal or reservation businesses).
- Gang problem—juveniles
- Gangs—alcohol and drugs
- Same—day to day life
- Youth activities
- Housing an issue—not enough houses
- Youth don't have enough activities, therefore its gangs, drugs and alcohol
- Community vulnerable, and the rift between the native and non-native community—figuring that out will help
- Increase in behavioral problems with younger kids as young as 5 years old, and no qualified staff in dealing with those issues
- Youth build—some of the kids telling others that they can make money, and some have left school to make money.
- Fix up houses for people that don't have anything
- Better roads
- Have more things for the kids
- Clean up the parks
- Try to eliminate the drugs
- More jobs
- The roads in Peever to be fixed, there's lots of potholes. The housing
- Less violence
- Trash picked up, mowed—beautification
- Same
- Probably more youth activities during the summer months
- A volleyball court. Start up a little club.
- More jobs
- More fast food places
- See more culture—see the powwow grounds used more
- A bigger powwow grounds
- Place for the kids to go—a better youth center
- Basketball tournaments
- Something by the lake
- I would like to see more assisted living and elderly facilities
- We need to prioritize...plan and use our cash wisely
- We need to start fresh and change, change is good
- We need to prioritize better
- New jail and detention center (community justice and rehabilitation center) This is my mother we argue all the time and I the mother usually win
- An assisted living center
- Fixing the roads and infrastructure to fix all of the roads would be 80 million dollars
- Driving here is like driving in an obstacle course with all of the potholes

LISTENING SESSION RESPONSES

Projects

- We need a new facility
- Parents need to take care of their kids and be responsible or held accountable
- We need a greater land base. Projects that are land based-utilizing the land.
- Housing for young people, giving them the opportunity for a start.
- Like to see the elder complex at Enemy Swim turned into home care, so our elderly can be home and taken care of.
- Community nurse to come up to Enemy Swim.
- A Native American radio station so elders, young people could come and share.
- Home health care facility, a homeless facility
- Affordable day cares.
- Encourage high school education beyond GED
- Pregnancy prevention program
- Land base, clean water
- Assisted living centers
- Ambulance service
- Roads in housing projects.
- New fire hydrants
- Siren for bad weather.
- Parenting workshops.
- Community Justice and health Center
- The people helping our young people should have a degree in social work instead of being there just for a job.
- A volunteer center to help with mentoring, assisted living, etc.
- Transportation service in the other communities, not just Sisseton.
- Adolescent/adult treatment centers.
- Assisted living center.
- A place for our elderly, the homeless, a treatment center, assisted living center.
- Adequate, affordable housing.
- Assisted living/nursing home—a process to help the people with those issues.
- Senior housing in general that's set up appropriately such as one in Sisseton where seniors watch each other. Some place where families can help.
- Community Justice and Rehabilitation Center
- Homeless shelter
- Alternative healing programs such as acupuncture, herbal medicines—and somehow having a combination of traditional and western medicine.
- Homeless shelter
- Shelter for young people, not like a group home, but some place where the kids can go if their parents can't care for them. Safe home for young people.
- Officers need to be recognized and respected for the duties that they perform.
- Market needs assessment on what's needed in the community, and providing that needs assessment to the community
- Infrastructure—so the economics go around the tribe. Shipping business, website development. Getting that information to the people so they know what kind of businesses we need.

LISTENING SESSION RESPONSES

Projects

- Small business incubator.
- Training program to teach skills instead of paying for it in monetary terms maybe trade for services. A bartering system of some kind.
- Tours with international groups in a coordinated effort to promote tourism.
- Laws enforced. How to make it easy or Native owned businesses to succeed. Congress passed the Buy Indian Act, but that's not being followed here.
- TERO to abide by the Buy Indian Act, to follow our own policies, the tribal procurement policies.
- Basic business courtesy. That doesn't happen here.
- Small business incubator. I'd like to see that here for support of new businesses.
- Need more tourism. Along with tourism, there's small business. Promoting economic development.
- Tribal tourism office
- Some change in tribal government to make some things more consistent. Keeping those priorities with the elders and the youth. Our elders won't be here much longer and that time is coming sooner than they think. Youth programs in threat of being closed.
- See consistency stay there in support of the elder and the youth.
- When businesses get in trouble, ask for help. We need technical assistance before our businesses fail.
- More outreach.
- More technical assistance to bridge those gaps.
- A museum to house all of our cultural artifacts and for our artists to take their work to be showcased.
- Bonding for construction companies. Some help getting bonded or a bonding company for all these small contractors.
- Training on how to run a business, taxes, financial management.
- Community Justice and Rehabilitation Center. I would like to see that built no matter how long it takes.
- Some kind parenting classes. Not sure what kind of project that would be, be need something like that.
- Training for daycare providers to provide quality daycare.
- Something with the college to provide quality training or a degree for the people who provide daycare services to our children.
- On-going education.
- Facilities. More space for children.
- Quality staff through training. Also something for the parents—training for them.
- Parenting skills.
- Wages comparable to the services provided. Casino paying more than daycare providers. It's backwards. They should be paying more for us providing care to their children.
- A place for elderly and a place for the children, maybe incorporate them together.
- Daycare facilities in each of the districts.
- HR outsourced to fix the problems with wages.

LISTENING SESSION RESPONSES

Projects

- Have a place for young parents with young children to go inside.
- Wages study for all tribal programs. Our daycare providers aren't being paid good wages compared to the casino.
- Something that could tell us why there is such a problem with employee turnover.
- Adequate child care provided.
- Human resources department.
- Community Justice and Rehabilitation Center
- New administration building.
- Housing. More affordable housing for working families.
- Quality training for child care providers. Training center.
- Community action for younger people. Something where they can do projects together with Sisseton. Some interaction for them to know other kids.
- Better planning for any housing project.
- A hospital for tribal members, and not a clinic.
- Ditto
- Language revitalization. Language immersion starting with Head Start and going into the high school.
- Mental health facility/services expanded.
- Activities to bring fathers and sons together, and mothers and daughters. To steer our kids away from gangs.
- Homeless shelters.
- Jurisdictional issues specifically with law enforcement—something to start working together.
- Improved communication with the two communities working together. I think if we started on that, then we can get things going.
- I think we need more activities for our youth. We need to know what the kids want and keep them interested.
- Need to know how to bring jobs back to Sisseton.
- Communication. Somehow be a mechanism to encourage the community to have this dialogue on a regular, on-going basis, but not sure how to do that.
- Mentoring program.
- Communication between on reservation and off reservation.
- Get back to personal responsibilities, community responsibilities and tribal responsibilities, family and parental responsibilities
- Paid internship for our young people. On-the-job training program.
- Agrees with what she's hearing
- Recreation. Arcade.
- Place and activities for all youth, most places kick out us older kids because it's for younger kids
- More internships.
- Alternative options in our judicial system for the youth
- Mental health center for our kids for families to unite.
- Develop a structure to help build our families.

LISTENING SESSION RESPONSES

Projects

- Community Justice and Rehabilitation Center
- Reconciling our books, and making good on our audits to give us a better financial picture
- To see our college become a 4-year college as soon as possible. I believe our tribal members could get their higher degrees if they could get them here.
- The wind energy project developed in a shorter time period.
- More homes in a shorter time period.
- Employment opportunities
- Construction of 500 homes
- Land acquisition. Our growing population requires a minimum of 12,000 acres of land to be purchased over the course of the next 10 years.
- Streets, roads and infrastructure repairs
- Rehabilitation campus
- Tribal administration building.
- Mini-malls
- Four year college
- Wind energy development.

APPENDIX A

Key Points to Effective Strategic Planning

And Moving Forward After a Community Assessment.

- 1) **Broad based decision making:** Include as many people as part of the process as possible. You have already involved much of the community as part of the Assessment listening sessions. Continue to keep them engaged as you implement your goals and objectives.
- 2) **Broad Goals:** The objectives in your plan should cover a broad range of perspectives and topic areas, as identified in the Assessment. This helps your community to understand that community, business and economic development are not mutually exclusive – but instead they are highly dependent on each other.
- 3) **Action-Oriented:** To reach your goals, you must have a series of actionable steps to accomplish. You will begin to flesh these out during your town-hall follow up meeting at the completion of this assessment. These will need to be further defined by your “Implementation Mechanism” detailed below. The assessment report will be a resource for developing these action steps.
- 4) **Roles:** A good plan assigns and distributes roles among various organizations, entities, and individuals in the community so that everyone understands what they should accomplish and be held to these standards. Recruit a list of interested volunteers to help execute each portion of the plan. You might establish sub committees for each objective where there is not a single organization that is willing or able to take the lead on a particular objective.
- 5) **Deadlines:** Deadlines are necessary to make sure that progress continues to be made on each of the goals and objectives.
- 6) **Resources:** You must determine how you will pay for various projects and to whom you can look to for technical assistance. Some projects will have loan and grant programs associated with them that you might be able to tap into. Others will not and will rely exclusively on local fundraising or through local governmental participation through the regular budgeting process. Again, the assessment report and the resources listed therein will be a reference point for you.
- 7) **Implementation Mechanism:** This is where many communities get hung up. You must have a mechanism to implement and this mechanism must be broad based and involve all relevant organizations and entities in the community. You need to assemble a Visioning Taskforce that consists of one to two appointed representatives from each community entity (city, county, development corporation, chamber, school, youth, senior, churches, social services, healthcare, major employers, agriculture, etc). The purpose of this group is to flesh out the Vision coming out of the assessment, evaluate and refine the objectives and action steps, come to consensus on who or what organization is going to take the lead in moving each objective forward, refine the deadlines assigned to various action steps, etc. This group should meet regularly until the Vision is completely refined and released

- to the public. From then on, it is probably sufficient to meet quarterly to bring everyone up-to-speed with what has been accomplished and what is yet to come.
- 8) A Community Champion: There must be a person that is willing to coordinate implementation of your Vision in your community. This person helps keep people on task, keeps communication open, and coordinates various meetings.
 - 9) Communication with the Public: This is another area where many communities fall down. If the community doesn't hear anything, they simply assume that nothing has been accomplished. It is imperative that you continue to provide updates to the community on what has been accomplished on a regular basis. The newspaper is crucial to these efforts. Celebrate what you have done. Organize a yearly or semi-annual banquet where organizations in the community provide updates to the public on what they have accomplished to make your Vision a reality over the last year.
 - 10) Adopt A Can-Do Attitude and Embrace Success as Well as Failure: This is the most difficult component to gauge, but successful communities always have a positive outlook and attitude. It is a self-fulfilling prophecy. If you think you can't do something, then you won't. But if you think you can, you will find a way to get it done. You also need to understand that failure is part of the process. Learn from it, but don't let it drag you down. It is okay to fall down as long as you fall forward. Just because something didn't work before doesn't mean that it won't work at another time under different circumstances. Welcome peoples' input and work at all times to engage as much of the public as you can in all of your efforts.
 - 11) Begin implementation of your plan. Plan your work and work your plan.
 - 12) Track your progress over time. Share this with the community. This will keep people interested and build momentum over time as you start to see the successes of your efforts.
 - 13) Evaluation: This is often the most overlooked part of the process, but it must be taken into account. When you meet annually to review what has been accomplished – don't forget to also evaluate the success or lack of success regarding various projects. Let these evaluations help guide any changes that you make to your community's vision over time.
 - 14) Remember to celebrate the accomplishments, even small ones, to keep the motivation continuous.